DOCUMENT RESUME

ED 121 000 95 EC 082 487

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TITLE	Training Special and Regular Educators in the Observation, Identification and Management of Children (K-3) with Learning Handicaps. Final Report, 1971-1974.
INSTITUTION	Maryland State Dept. of Education, Baltimore. Div. of Instruction.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
REPORT NO	119-136 B
PUB DATE	74
GRANT	OEG-0-71-3735(603)
NOTE	105p.
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage
DESCRIPTORS	Course Objectives; Exceptional Child Education; Graduate Study; *Identification; *Inservice Teacher Education; Intervention; *Learning Disabilities; Primary Education; *Program Descriptions; Program Evaluation; *Television
IDENTIFIERS	Final Reports; Maryland

ABSTRACT

Reported are details of a project to develop and implement a 16-lesson television course to train teachers at the early childhood and primary grade levels in the identification and remediation of learning handicaps. Instructional television is said to have been selected because of its suitability in serving educators all over Maryland and its compatibility with the continuum concept of Maryland special education. It is reported that the project, which gives teachers 3 hours of either inservice or academic credit, was piloted in the spring of 1973 in 11 local education agencies with a total of 180 teachers, followed by statewide implementation in 1973-74, and subsequent use in 13 other states. Summarized for each of the 3 years are major project accomplishments and spinoff developments. The major portion of the document consists of appendixes such as a teacher interview checksheet, a listing of project consultants, specific lesson objectives, the pre-post instrument used for pilot telecast, factsheet on the project, results of informal teacher critiques, and a budget breakdown of the project. (DB)

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FINAL REPORT

PROJECT NO. 119-136 B
Grant No. OEG - 0 - 71 - 3735 (603)

1971 - 1974

Training Special and Regular Educators in the Observation, Identification and Management of Children (K-3) with Learning Handicaps

The project reported herein was partially funded by a grant from the U. S. Office of Education, Bureau of Education for the Handicapped

Maryland State Department of Education
Baltimore, Maryland

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Maryland State Department of Education
Baltimore, Maryland

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PROGRAM PERFORMANCE REPORT *(Discretionary Grants)*

FORM APPROVED
OMB NO. 51-R1091

Part I

All grantees with awards from programs listed under "General Instructions" above respond.

1. Date of Report:	2. Grant Number:
November 30, 1975	OEG - 0 - 71 - 3735 (603)
3. Period of Report: From:	**To:**
June 21, 1971	August 31, 1974

4. Grantee Name and Descriptive Name of Project:

Maryland State Department of Education;
Training of Special Educators in the Observation, Identification and Management of Children (K-3) with Learning Handicaps

Certification: I certify that to the best of my knowledge and belief this report *(consisting of this and subsequent pages and attachments)* is correct and complete in all respects, except as may be specifically noted herein.

Typed Name of Project Director(s) or Principal Investigator(s):	Signature of Project Director(s) or Principal Investigator(s):
Lucy Anne Hession	Lucy Anne Hession

Part II ***("Accomplishment" Reporting)***

A. All grantees, except for those with awards under 13.443 and 13.447 are to respond to this Section A. Grantees under 13.443 and 13.447 go to B of Part II.

The grant application for programs 13.445, 13.446, 13.450, and 13.520 provided for the following functions or activities as categorical headings in the budget and narrative sections:

Research and Development
Demonstration/Service
Evaluation
Dissemination
"Inservice" Training

Programs 13.448, 13.451, and 13.452 do not usually require a breakout since the primary function or activity is intrinsic to the respective program.

For each of the above programs, functions, or activities *(as well as those of special import for certain programs; e.g., replication, advisory councils, parent involvement)* discuss the objectives and subobjectives presented in the approved application *(in narrative format)* in terms of:

(a) Accomplishments and milestones met.
(b) Slippages in attainment and reasons for the slippages.

Refer back to your application and utilize your quantitative quarterly projections, scheduled chronological order and target dates, and data collected and maintained as well as criteria and methodologies used to evaluate results for (a) and (b).

Also highlight those phases of the plans of action presented in your application that proved most successful, as well as those that upon implementation did not appear fruitful.

Grantees finishing this portion of Part II, go to C of Part II.

B. Reporting for Grantees under 13.443 *(Research and Demonstration)* and 13.447 *(Physical Education and Recreation Research)*.

Discuss major activities carried out, major departures from the original plan, problems encountered, significant preliminary findings, results, and a description and evaluation of any final product. Either include copies of, or discuss: information materials released; reports in newspapers, magazines, journals, etc.; papers prepared for professional meetings; textual and graphic materials; completed curriculum materials and instructional guides, or drafts if in a developmental stage, special methods, techniques and models developed; tests, scales and other measuring services used

When finished with this portion of Part II, 13.443 and 13.447 grantees go to C of Part II.

C. All grantees are to respond to this Section C. Discuss the following:

(1) Unanticipated or anticipated spinoff developments *(i.e., those which were not part of your originally approved subobjectives, but which are contemplated within the purpose of the Education for the Handicapped legislation, such as new cooperative interagency efforts, a decision by volunteer(s) to pursue a career in special education, new public school pol-*

(Part II, Section C, continued from reverse)

icy to integrate handicapped children into regular classrooms, enactment of mandatory or other State legislation affecting early education, relevant new course offerings at universities, etc.).

(2) Where outputs are quantified in response to any portion of Part II, relate quantifications to cost data for computation of unit costs. Analyze and explain high-cost units.

(3) Indicate other matters which you would like OE to know about *(e.g., community response to the project, matters concerning the project's working relationship with OE, technical assistance of OE staff, or any other relevant subject.)*

Part III

All grantees with a Demonstration/Service function or activity are to complete Table I. All grantees under 13.488 and 13.451, as well as those under other handicapped programs with a Training/"Inservice" Training activity are to complete Table II.

Table IA
Demonstration/Service Activities Data
Children

Enter actual performance data for this report period into the appropriate boxes. Use age as of the time of the original application, or the continuation application, whichever is later. On lines above line 11, count multihandicapped individuals only once, by primary handicapping condition, and indicate the number of multihandicapped in line 12. Data for lines 1 through 11 are for those directly served; i.e., services to those enrolled or receiving major services, and not those merely screened, referred or given minimal or occasional services.

Type of Handicap	Number of Handicapped Served by Age					
	Ages 0-2	Ages 3-5	Ages 6-9	Ages 10-12	Ages 13-18	Age 19 and Over
1. Trainable Mentally Retarded						
2. Educable Mentally Retarded						
3. Specific Learning Disabilities						
4. Deaf-Blind						
5. Deaf/Hard of Hearing						
6. Visually Handicapped						
7. Seriously Emotionally Disturbed						
8. Speech Impaired						
9. Other Health Impaired						
10. Crippled						
11. Total						
12. Multihandicapped						

If the data in the above table differ by more than 10 percent from the data originally presented in your approved application, please explain the difference.

Table IB N.A.

Project Staff Providing Services to Recipients in Table IA

Type of Staff	Number	
	Full-time	Part-time *(As Full-time Equivalents)*
Professional Personnel *(excluding teachers)*		
Teachers		
Paraprofessional		

Table IC N.A.

If applicable: Services to Those Handicapped **Not** Included in Table IA

Service	Number of Handicapped
Screened	
Diagnostic and Evaluative	
Found to Need Special Help	
Other Resource Assistance	

Table II

Preservice/Inservice Training Data

Handicapped Area of Primary Concentration	Number of Persons Received Inservice Training	Number of Students Received Preservice Training by Degree Sought			
		AA	BA	MA	Post-MA
Multihandicapped					
Administration					
Early Childhood	495				
Trainable Mentally Retarded					
Educable Mentally Retarded					
Specific Learning Disabilities					
Deaf/Hard of Hearing					
Visually Handicapped					
Seriously Emotionally Disturbed					
Speech Impaired					
Crippled and Other Health Impaired					
TOTAL	495				

If data in Table II above differ by more than 10 percent from those in your approved application, explain.

Training Special and Regular Educators in the Observation, Identification and Management of Children (K-3) with Learning Handicaps

(Teaching Children with Special Needs)

Lucy Anne Hession

Project Director

This project reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

EC084487

Maryland State Department of Education
Division of Instruction
Office of Special Education

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Acknowledgements

During the course of its development and implementation, this project has been dependent on the encouragement, cooperation and sustained interest of many. It is possible here to acknowledge but a few. To all those who were involved, the project expresses its deep gratitude.

The Special Education Advisory Committee is acknowledged with appreciation for its thoughtful concern and guidance in the formative stages of the project. The Special Education Task Force, whose membership included Tom Finch, Joan Maynard, Roger Meehan and Stanley Mopsik, is owed lasting appreciation for keeping the project on course. Dr. T. K. Muellen and Miss Angela McDermott, assistant superintendents of Divisions of Instruction and Instructional Television respectively, are owed deep gratitude for their commitment to and support of this training vehicle.

Most sincere appreciation must also go to the educators of Maryland's public schools, particularly to regular classroom teachers as well as to students and their parents without whose complete cooperation the instructional television (ITV) component of the project could not have been produced. Nor could the ITV and training components of this project have been completed without the willingness, understanding and extensive involvement of consultants from the University of Maryland, Coppin State College, Northwestern University, Oakland University and local education agencies in Maryland.

Finally, distinct recognition must go to producer Jerome Bird for his untiring, highly creative and finely skilled production endeavors and to Jeanne Stanko for her dedicated management of the project's myriad secretarial responsibilities.

I. OVERVIEW OF THE PROJECT

A. Problem

Estimates in recent years by the Bureau of Education for the Handicapped, U. S. Office of Education, have indicated that the number of children requiring special programs and services are more than double the number receiving these services. Since the Maryland law has mandated that all children should be provided with appropriate educational services, it has been crucial to effect closure between the wide gap of those children presently served and unserved. In the early 1970's only four out of ten handicapped children were receiving special educational services in Maryland.

The proliferation of self-contained special classes has created a severe manpower crisis, according to the Bureau of Education for the Handicapped (BEH). In projecting present training efforts with the existing levels of State and other training support, there are still some areas of the handicapped in which, by any reasonable projection, manpower needs will never be reached. The need for training and retraining of educators must be considered a priority.

With the prevalence of serious learning deficits among older children, it is a logical assumption that early childhood educators must be trained to recognize the differences in handicapped children's learning patterns and these educators must be helped to provide educational services appropriate to handicapped children's individual differences.

Although present trends in general education have been directed toward individualized instruction, research indicates that teacher perceptions toward handicapped children limit effective use of modern methods of programming and instructional media.

In order to meet the unmet educational needs of handicapped children, it is essential, therefore, to train teachers in the early recognition and educational management of children who exhibit learning differences in the early elementary grades.

B. Plan of Action

Manpower needs and manpower utilization concerning educational services for handicapped children have been matters of increasing concern to the Maryland State Department of Education.

In the late 1960's the Maryland State Department of Education's Division of Instruction, Office of Special Education (MSDE) undertook the design and implementation of an innovative organizational program for serving increased numbers of children with handicapping conditions.

1. The Design for an Innovative Delivery of Services -- The Continuum Concept

This program, now the Design for a Continuum of Educational Services (Continuum), is a tri-level of programs and services, all of which focus on each child's learning strengths rather than his weaknesses. Emphasis throughout is placed on the prevention of learning handicaps by a system of early identification and diagnosis.

The innovative feature of Maryland's Continuum is that the exceptional child will receive specialized service while retaining affiliation with the regular classroom (except in the case of those children whose learning problems are so severe that they cannot benefit from the regular classroom instruction and require the services of a self-contained classroom or institutional placement). The program is flexible in design so that a child may move from one program to another along the Continuum, providing more or less supportive services depending upon his individual needs, but always maintaining identification with the children in the regular school classes. This program, embracing the philosophy that the child's individual needs are of primary importance, has been designed to be feasible from a financial aspect.

2. The Design for the Training of Regular Educators -- An Adjunct to the Continuum Concept

To effect service to the population of children with moderate to severe handicapping conditions requiring the services of educational specialists as well as to provide appropriate education to the children with mild to moderately handicapping conditions in the regular classroom, the regular classroom teacher must be prepared to accept and work with increased numbers of handicapped children.

It is not possible to view education of the handicapped child in isolation from general teacher effectiveness. The effectiveness of the teacher in the classroom, particularly the regular classroom, is a major undergirding of the "mainstreaming" concept of education.

Accordingly, MSDE recognized as early as 1970 the necessity of reaching, interesting and preparing increased numbers of regular elementary educators to work with the mild to moderately learning handicapped child in the regular classroom.

The need to communicate with substantial numbers of regular educators throughout the State required consideration of an appropriate educational vehicle. The vehicle selected was instructional television with the telecast capability of the State's public broadcasting system. The project from the outset has been a cooperative effort between MSDE's Division of Instructional Television (ITV) and the Division of Instruction. The former produced the teacher-training series'; the latter developed the series' content, print materials and designed all of the training components (Appendix A).

C. Review of the Literature

Urgent, pragmatic approaches need to be employed to train educators to recognize and work with handicapping conditions found in early elementary settings and to encourage educators to accept and manage certain learning handicaps of young school-age children in regular class settings.

The relevance of undertaking the early identification and diagnosis of children with learning problems can be supported socially, psychologically, educationally and economically.

According to Norris Haring (1967), the earlier a child is identified as having a learning difficulty and the more appropriate instruction is applied, the less chance the child has of experiencing years of failure and unsuccessful work in the conventional school program.

Early diagnosis and remediation prevent serious and often irreparable learning problems from occurring. It is of the utmost urgency, therefore, to train teachers to an awareness of the kinds of behavior which can signal difficulty for the child.

Many exceptional children require little modification of the regular school program and instructional procedures. Other exceptional children, however, require more intensive modification in content and instruction with specialized programs requiring differential placement and methods of teaching. Perhaps one of the most important considerations is one of dealing with individual differences in working with the handicapped child.

John Gardner (1961) has wisely observed that, "Whether individual differences in ability are innate or are due to environmental differences, we must deal with them imaginatively and constructively." The critical point for an awareness of differences in most children occurs during the preschool and early school years.

Significant factors identified by Bloom (1964) as affecting intelligence are: language experience, problem-solving opportunities, and interaction between children and adults. Research which supports Bloom's conclusions may be found in the work of Jersild (1960) who stresses the importance of early experience in the intellectual development of children and Piaget (1964) whose quantum findings show that intellectual thought processes change continually as a result of an individual's encounters with his environment.

The educational environment of the young child, specifically the child experiencing learning difficulties, is a critical factor.

Kreuter (1969) has reported that concerned educators have expressed some doubts about the reliability and validity of special class settings for many handicapped children. These concerns are especially appropriate for children who are minimally handicapped. It can be substantiated

that children in such instances have been placed in special classes because there appears to have been inadequate assessment of their problems. (Dunn, 1968)

By early identification and careful observation and assessment of the child's educational needs, modified educational programs can be prescribed within the classroom with the assistance of diagnostic teachers and other appropriate ancillary personnel.

Encouraging attitudes of acceptance of individual differences among children is vital to a healthy educational climate. Povl Toussieng (1969) has observed that the success or failure of the most carefully planned, the most adequately financed educational programs may depend solely on the nature of the encounter between pupils and teachers. Hidden feelings and prejudices in the teachers impair success as much as de facto lack of respect for individual differences in the classroom.

Rosenthal and Jacobson (1968) in a recent study of teacher attitudes speculated that teachers' expectations became translated to pupils' intellectual growth. Teachers can communicate their expectations by what they say, when and how they say something, as well as by facial expressions, posture and even tough.

A study by Conine (1969) of teacher attitudes toward handicapped children indicated that unfavorable attitudes of the public may partially reflect the reactions of prejudiced school teachers. If some of the unfavorable attitudes of the public are to be changed, then positive attitudes must be fostered among teachers who influence the value system of our future generations.

D. Planning of Project

A full year of planning occurred prior to the development of the kind of training vehicle considered appropriate for the State's population of elementary educators (K-3). During this period, BEH was consulted regarding training goals and objectives and a grant proposal was submitted. In the planning phase, four major activities were accomplished. These were:

1. Appointment of Special Education Task Force and Advisory Committee

Designated members of the MSDE Special Education Section, responsible for the initial draft of the proposed series, were appointed to function as resource persons to provide suggestions for and critiques of each of the series' telelessons (Appendix B). An advisory committee, representatives of appropriate educational, professional and community interests, was appointed to offer recommendations, guidance and direction to the planning and implementation of the ITV training series (Appendix B).

2. Interviews Concerning Content with Intended Target Audience

In order to obtain reactions to and suggestions for the proposed instructional television series, informal interviews were conducted with over fifty regular elementary educators from schools representing urban, suburban and rural populations. Educators were requested to specify problems which were most prevalent in the classroom and with which they would need assistance in their managment. The checksheet on which these interviews were based appears in Appendix C.

Additionally, all regular classroom teachers as well as diagnostic-prescriptive and resource room teachers of Continuum schools contributed to the proposed content of the ITV series. Teachers contacted initially regarding content suggestions also formed the corps of educators to critique content from the perspective of the target audience from inception through the piloting of the ITV series.

3. Experimental Filming and Production of a Pilot Lesson

Because the planned ITV series would have to be one with which the target audience of regular educators could identify, it was necessary to explore the possibilities of on-location filming in classrooms as well as piloting one telelesson to determine the effective amount of content which might be included in a given telelesson.

It was determined that on-location filming was feasible but also that only a limited amount of content, and that which would be most effectively communicated through the medium of television, could be designed into any given telelesson.

4. Consultants Selected from Various Areas of Specialization

In order to translate the raw content suggestions of teachers into meaningful units of telelesson instruction, consultants representing various areas of specialization and drawn primarily from institutions of higher education were approached to assist in writing and refining content for units to be included in the ITV series. (Appendix D)

5. Major Objectives Specified

In support of the concept of maintaining handicapped children where possible within the educational mainstream and in addressing the expressed training needs of regular educators who would function as the primary agents to provide programming to mild to moderately handicapped school children, the MSDE proposed the development of an instructional television series of sixteen one-half-hour telelessons to be used as a basis for an introductory training program for regular educators. The

major objectives of this training program have been developed to:

a. Train a corps of leaders from local school systems who will be able to work with special and regular class teachers for both orientation to and follow-up of the videotaped ITV training sessions dealing with preparation for working with handicapped children in the regular classroom.

Disposition: Programs for project teacher-trainers were carried out in summer and fall of 1972, spring and summer of 1973 and spring 1974 training a total of 23 trainers who, in turn, functioned as project leadership personnel in 15 LEAs.

The training of these selected special educators will be devoted specifically to:

b. Assist regular classroom teachers and special educators to develop observational skills that will enable them to recognize learning patterns which may indicate actual or potential handicapping conditions.

c. Instruct teachers to focus on learning characteristics rather than etiological categories of children.

d. Provide early childhood educators with skills to use a variety of techniques, methods and procedures that can be utilized in working in the regular classroom with children who have handicapping conditions.

Disposition: (Objectives b, c, d) The content of the entire 16-telelesson series, the accompanying teacher manual and telecourse seminars provided the means necessary to the accomplishment of the foregoing objectives.

e. Perceive accurately their roles in relation to Continuum-related services as they pertain to maintaining children in the regular classroom.

Disposition: The training project was utilized with regular educators of non-Continuum-related schools. The 31 Continuum schools in 15 LEAs utilized specially-designed summer training programs for their regular educators. This objective was not appropriate to the modified design of the project.

E. Description of Project

The "Special Needs" training project, developed to reach increased

numbers of regular educators primarily through the medium of instructional television, has been designed to offer introductory training to classroom teachers (K-3) in the observation, identification and management of children with mild to moderate learning problems in the regular classroom. The project's training efforts have been two-fold: 1) to prepare leadership personnel consisting of special educators and master teachers to train, in turn, other educators through utilization of the ITV series and follow-up seminars, and, 2) to provide regular classroom teachers with preparatory training to maintain children with learning handicaps in the mainstream of education.

"Special Needs", which has been constructed as a telecourse offered for either three (3) hours of inservice or academic credit, consists of sixteen one-half-hour, color, videotaped telelessons, an accompanying teacher manual, weekly follow-up seminars and related course work for a target audience of regular educators.

The project was piloted in spring 1973 in 11 local education agencies (LEAs) with a total population of 180 teachers. Minor modifications were made based on teacher feedback and the project went into its implementation phase in academic year 1973-74 in LEAs training 3.5 educators. Dissemination of information about the project was carried out in all 24 LEAs of the State and channeled to other states and educational agencies through state and national educational networks. The training model has been adapted and used by twelve states in addition to Maryland.

F. Evaluation of the Project

The evaluation of this project has been built in at all steps of development and implementation. Evaluation efforts have been classified into two categories, process and project. Process evaluation has involved the design and critique by specialists and regular educators of the content of the ITV sixteen-telelesson series, print materials, teacher-trainer workshops, the ITV training seminars. Product evaluation has been achieved primarily through the assessment of staff indicators, teacher participants of the training project, to whom pre- and post-tests were administered.

MAJOR PROJECT ACCOMPLISHMENTS -- 1971-72

II. MAJOR PROJECT ACCOMPLISHMENTS 1971-72

The major objectives enumerated in a previous section of this document were accomplished by enabling activities during the first grant period which dealt with instructional content of the series, the total aspects of ITV production, initial liaison with institutions of higher education and selection of teacher trainers. These activities, although initiated at differing chronological points, once operational, became concurrent activities. The longest continuous activity dealt with the writing, scripting, videotaping, and final production of the sixteen-one-half hour, color, videotaped series.

A. Selection of Appropriate Procedures, Personnel and Locations for Developing Content and Producing the ITV Series

1. Procedures

Sample content was written on a representative area for the series in its entirety and piloted in June, 1971 in order to develop optimal procedures for the selection and presentation of information to the target audience within an instructional television format.

The pilot was accomplished with fifteen representatives of the target audience, regular educators, and personnel from the MSDE Office of Special Education. The pre- and posttest administered as well as the discussion following viewing of the pilot and the reported results indicated specific modification would be required. The critique of the target audience formed the basic guidelines for the content development of the remaining fifteen telelessons of the series. A copy of the pre- and posttest administered to teachers and the report of its results appear in Appendix E.

Content areas underwent modification to better adapt to the medium of television, beginning in August, 1971, based on the data gathered from selected members of the target audience who viewed the pilot.

2. Personnel (Consultants and Producer)

Consultants representing various areas of specialization from State institutions of higher education as well as local school systems were retained by September, 1971 to outline, write, rewrite on the basis of review, advise the project regarding planning, filming, and editing aspects of production as well as the preparation of the accompanying teacher manual.

The services of an educational producer were acquired in October, 1971 to ensure final development and translation of content information into the necessary pre-production phases and for the production of the sixteen telelesson series. The producer supervised scripting, on-location filming/videotaping, in-studio operations and activities with technical and educational personnel in relation to the series.

3. Review and Revision of Content Prior to Scripting

All television material was reviewed by the MSDE Special Education Task Force to ensure congruence between the original intent of the series' telelessons and the completed telelesson prior to scripting for television.

Approximately forty-five individual and ten group meetings were conducted with consultants by the project. Full day meetings were held for a two-month period with the MSDE Special Education Task Force to review all telelesson content prior to scripting.

Production staff members of the MSDE Division of Instructional Television and MSDE Special Education Task Force critiqued all scripts from the aspects of content, teaching and production techniques (Appendix F).

B. Modification and Validation of Specific Lesson Objectives

Specific telelesson objectives were modified in January, 1972 (Appendix G) as a direct outcome of the review and revision by members of the MSDE Special Education Task Force.

A questionnaire, related to telelesson objectives and designed to elicit the usefulness of the proposed content from regular classroom teachers, was planned to randomly sample the target audience in order to validate the series' objectives.

Slippage: The questionnaire was not distributed in spring 1972 based on the Division of Instruction's decision that the corps of regular educators serving as a critique body for content and objectives had accomplished this goal.

C. Identification and Selection of Subjects for Series' On-location Filming

More than twenty-four schools in eight representative counties of the State were scouted by the "Special Needs" project in spring, 1972 in order to identify regular and special educators to demonstrate teaching techniques within individual telelessons and students (K-3) who exemplified or who could simulate learning and/or behavioral problems to be dealt with in the series.

Slippage: An average delay of four to six weeks occurred in gaining permission to scout and film in schools due to time required to obtain the necessary clearances at various levels within most LEAs, thus delaying pre-production videotapes.

D. Provision of Facilities

Production services were provided to the Division of Instructional Television by the Maryland Center for Public Broadcasting. The Maryland Center has three fully equipped color studios. The studio used by the "Special Needs" project measured 30 x 40 feet and contained the following

equipment:

3 RCA TK44-A color cameras.
A double-reentry, Visual Electronics Switcher with special effects and chroma-key capabilities.
A General Electric BC 31T audio console with 9 mike imputs with equilization capabilities, 9 hi-level imput channels, plus reverberation.
Lighting fixtures and dimmers were by Kliegl. All lights were controlled by silicon control rectifiers from studio control panel.
2 RCA TK27-B film islands, each having two 16mm projectors and 1 slide projector.

Programs were recorded and edited on RCA TR 70-B, high band color videotape machines with full editing and edit-programming capabilities.

A major portion of the program materials were filmed at selected demonstration schools throughout the State. The Center had full 16mm picture capabilities including 4 Steinbeck 6 plate editing machines plus complete 16mm sound mix facilities. Equipment used for on-location filming was Ariflex BL double system cameras and Nagra 4 audio recorders.

1. Present Coverage Area

According to the Federal Communications Commission, 12 counties were included in the primary and secondary viewing areas of WMPB, Channel 67, located in Owings Mills. The prime signal areas reached Baltimore City, Baltimore, Howard, Harford and Carroll Counties, as well as most of Anne Arundel and part of Frederick Counties. The secondary signal served the remaining areas of Frederick, Harford, some parts of Montgomery, Prince George's, Kent and Cecil Counties. A translator to be located in Baltimore City, scheduled for activation on or about May 1, 1972 would increase coverage in the City significantly.

2. Future Coverage Area

The second transmitter in the State's Public Television system, WCPB, Channel 28, located in Salisbury would provide the lower Eastern Shore with the same programming broadcast from Owings Mills. Dorchester, Wicomico, Somerset, Worcester and part of Caroline County fall within Salisbury's prime signal area. The secondary signal area would cover the remaining areas of Caroline and Talbot Counties.

The tentative date for the activation of the third State Public Television transmitter to be located in Hagerstown was predicted to be the Spring of 1973 to be in operation by the initial broadcast of the "Special Needs" series. Expanded coverage would be in Maryland's western counties of Allegany, Garrett and Washington.

3. Site and Equipment Needs

Locations for workshops and demonstration lessons were at sites centrally convenient to all participants.

Equipment was provided by the local school system and the State Department of Education.

The anticipated equipment needs were video monitors and tape recorders.

E. Availability of Inservice or Academic Credit Explored

Liaison was established with major colleges and universities in the Greater Washington-Baltimore area in order to involve these institutions in the training project prior to its implementation and in order to request their consideration of granting appropriate academic credit to teacher participants of the series. The institutions contacted were: Bowie State College, Coppin State College, Frostburg State College, Goucher College, The Johns Hopkins University, Loyola College, The University of Maryland, Morgan State College, Salisbury State College, Towson State College, Western Maryland, American University, and George Washington University.

As evidence of interest in the training project, ten of the above institutions sent representatives to a one-day meeting in January, 1972, sponsored by MSDE and providing introductory information about "Special Needs." Questionnaires (Appendix H) distributed rendered positive information concerning utilization.

F. Production of Instructional Television Lessons

The content of each of the series' lessons was developed by the project producer in consultation with designated personnel from the Office of Special Education.

On-location filming constituted a major component of each of the ITV lessons to be produced. Filming teachers and students in educational settings ensured identifiable teaching and learning situations for the target audience. The commercial services of technical personnel were utilized to observe in selected settings to plan filming lessons with educators and administrators and to carry out filming assignments. Color film was used in all instances to be converted to color videotape since the Maryland Center for Public Broadcasting is a videotape agency which utilizes color only.

Scripting services of a professional television writer were utilized to translate content from its originally approved state to the necessary phases used for filming, and then in revising and completing final script for the remaining television lessons.

The format of series' lessons was so designed that teaching and learning experiences could be pre-recorded on film, translated to videotape and incorporated into individual lessons.

G. Leadership Personnel Selected to Serve as Telecourse Instructors

Twenty candidates to be trained as telecourse instructors or leadership personnel were identified in May, 1972, through recommendations of LEA supervisors of regular and special education. Of that number,

fourteen completed the intensive two-week summer course at the University of Maryland and eleven completed the 1972 fall semester program undertaken with that institution. Ten leadership personnel, representing different areas of specialization remained to serve as instructors during the first and subsequent telecast phases. Leadership personnel were prepared to train the more than 200 educators enrolled for the pilot telecast in spring of 1973.

MAJOR PROJECT ACCOMPLISHMENTS -- 1972-73

III. MAJOR PROJECT ACCOMPLISHMENTS -- 1972-73

Training and production activities continued concurrently in the second grant period and encompassed the preparation of teacher trainers, the completion of the sixteen-telelesson series, development of the teacher manual, the piloting and evaluation of the training model.

A. Training of Leadership Personnel

The "Special Needs" project identified and drew from the existing manpower pool of highly qualified master teachers and resource personnel for its leadership corps of teacher trainers in June of 1972.

1. Criteria for Selection of Leadership Personnel

Candidates were selected from among educators holding a master's degree with a minimum of three to five years teaching or supervisory experience in special education, early childhood education, reading, mathematics, speech and hearing or psychology.

2. Number of Persons Trained

Fourteen leadership or resource personnel were selected to attend the orientation workshop in the summer of 1972. This number of persons provided a nucleus of resource persons, in turn, to train in limited groups an anticipated number of 150 to 200 teacher participants during the series' first telecast.

3. Objectives, Length and Content of Leadership Training

The two general objectives of leadership training were:

a. The resource person to recognize the major elements of content in each of the sixteen instructional television lessons.

b. The resource person to be able to communicate the content and any expanded information relevant to teacher participants in the training series.

Specific objectives for the orientation workshop and extended training were developed by the "Special Needs" project staff in cooperation with institutions of higher education to sponsor the leadership training program. Candidates to attend the summer workshop, after a general introduction to the scope of the "Special Needs" training project, were offered the option of continuing an extended training program through fall of 1972 and winter of 1973.

The first week of the workshop included presentation of an overview of the series' content. The second week was tailored to supplement the participants individual backgrounds. General content covered in the extended training is summarized in Appendix I.

Participants were evaluated informally both by peers and faculty. Content for extended training of resource personnel was structured to parallel in expanded form that to be included in each of the series' sixteen lessons.

The critical ongoing activity structured into the training was the evaluation of lesson content by resource persons. Evaluation was carried out according to specified criteria. During summer training, those ITV lessons completed were available for preview and critiquing. During extended training, opportunities were available for personal involvement of resource personnel in the various stages of lesson development.

4. Involvement of State and National Consultants

Consultants responsible for developing lessons in various content areas served as instructors to leadership personnel during the summer and fall programs. At the termination of the training program in December, 1972, the project's national consultant, Dr. Doris Johnson, Chairman of the Department of Learning Disabilities, Northwestern University, lectured to "Special Needs" leadership as well as critiquing the project's completed lessons. Dr. Johnson made several site visits to the project during its planning and developmental phases.

B. Production of ITV Training Series and Print Materials

From the point of the project's inception, it was determined that the ITV series was to be designed as a vehicle for training. The necessary adjuncts to constitute a course were to be training seminars over a prescribed period, staffed by project-trained instructors, and utilization of accompanying print materials.

1. Production of ITV Telelessons

The production of the "Special Needs" series of sixteen half hour telelessons continued during 1972. By telecast time, January 3, 1973, seven lessons were completed, four were prepared for final electrical editing and five were scheduled for on-location filming or in-studio videotaping.

The on-location filming/videotaping during this period for project staff and consultants consumed approximately ten work weeks, or 480 hours; film editing, 1,200 hours; in-studio production, 400 hours; script and review conferences, 475 hours.

To ensure that the intent of the original content and specific list of objectives for each lesson were carried out, four production scripts were developed to refine the audio-visual units of information. Scripts were critiqued by members of MSDE's Special Education Task Force.

To provide identifiable teaching and learning situations for the target audience as well as to seek representative populations from the State, on-location filming and videotaping were done in eight counties, using approximately forty-five teachers and more than 750 elementary

school children.

The technical staff, equipment and facilities for the production of the series was provided by MSDE's Division of Instructional Television. Color film and videotape were used in all instances to be compatible with Maryland Center for Public Broadcasting whose system uses color only.

2. Instructor's Guide Prepared

The preparation of a working draft of an instructor's guide occurred as one outcome of leadership training in the fall of 1972. Personnel developed a draft which incorporated content of their training with telelesson content. The guide, designed for use in their teaching during the pilot telecast, was revised in subsequent telecast phases. The guide in its final form could be used by any instructor for teaching "Special Needs."

3. Teacher Manuals Developed

Teacher manuals were developed in the fall of 1972 by project consultants in conjunction with the content of each telelesson and offered to teachers who participated in the pilot telecast. The manual was designed to include supplementary resource information such as pertinent background material for each content area, suggested educational strategies and techniques, instructional materials, prescribed readings and bibliographic references.

Slippage: The inflexible schedule (one day per week) for the use of production facilities did not permit time to field test more than two of the series' sixteen lessons before the pilot telecast. The long leadtime required for printing the teacher manual did not permit the parallel development of that publication's content with the production of the telelessons. Evaluation of the teacher manual was designed to occur weekly during the pilot telecast.

C. Two Telelessons Field-Tested Prior to Pilot Telecast

In order to determine the adequacy of the amount of information presented and taught in two of the series' telelessons, a field test was conducted with teachers from two elementary schools in the Baltimore area. The instruments (Appendix J) contained two questions each dealing with major content items on the lesson dealing with teacher attitude (No. 2 in the series) and a lesson dealing with a specific reading approach (No. 11 in the series).

In lesson 2 there were 19 respondents. On the first question which had five possible right answers, most had no right answers on the pretest and only one had the correct number of responses on the posttest. On the second question, which had three possible right answers, most had no right answers on the pre and five had the correct number of right answers on the posttest.

In lesson 11 (there were 6 respondents) on the first question, with four possible right answers, three persons responded with less than the correct number and all responded with the correct number on the posttest.

On the second question, only one person responded with fewer than the correct number and on the posttest three persons responded with the correct number.

Since the gains between the pre- and posttest were not very great, indications from this modest field test were that revisions would be needed in lessons on the basis of teacher evaluation during the pilot telecast phase (spring, 1973).

D. Institutions of Higher Education Offer Availability of Academic Credit

Ten institutions of higher education were represented by eighteen faculty members at a "Special Needs" preview presentation in November to express their interest in the project and in granting academic credit to participants.

Five institutions indicated their willingness to attach academic credit to the first telecast on an experimental basis. These were: The Johns Hopkins University, Salisbury State College, Towson State College, the University of Maryland and Western Maryland College. The institutions indicated their continued participation on the basis of documented interest by teachers.

Dual level academic credit, that is upper division undergraduate or graduate, was made available to teacher participants. These institutions acknowledged their willingness to utilize the project leadership personnel as adjunct faculty members.

Four institutions indicated their wish to consider participation in the second telecast phase. These were: Bowie State College, Coppin State College, Frostburg State College and Morgan State College. One institution, Goucher College, expressed interest in incorporating the series into its preservice training for teachers.

Of the over two hundred persons enrolled for the first telecast, approximately one-half of that number elected to receive academic credit, and one-half, inservice credit.

E. Training Model Piloted in Ten LEAs

The sixteen-lesson telecourse was piloted over the State public broadcasting system with a population of 180 regular educators in ten LEAs of the State in January, 1973. Information on the telecourse offering was disseminated through supervisors of special education to elementary schools. Teachers self-selected the telecourse on the basis of personal interest in acquiring basic information about working with the mild to moderately handicapped child in the regular classroom.

1. Teaching Commitment Received from Telecourse Instructors

To ensure telecourse offerings during a full semester, leadership personnel were required to commit themselves to conducting follow-up seminars to all sixteen telelessons with specified groups of teacher participants.

2. Telecourse Seminar Sites Located

Follow-up Seminars, to provide the required substantive information for all telelessons, were located at eleven sites in the State. The sites with exception of one each at Western Maryland College and Salisbury State College, were situated in elementary schools equipped with television facilities so teachers might view the weekly telelessons and attend follow-up seminars convenient to them. Teachers could also view telelessons open-circuit over the State's public broadcasting system. The series was telecast three times per week. (Appendix K)

Seminars were conducted in the following LEAs of the State: Allegany, Anne Arundel, Baltimore, Baltimore City, Carroll, Harford, Howard, Prince George's and Wicomico.

3. Telecourse Requirements Established

Teacher participants of the telecourse were advised to be responsible for:

a. Viewing sixteen one-half hour telelessons at the rate of one each week for sixteen weeks. Telelessons were broadcast several times during the week.

b. Attending and participating in sixteen two and one-half hour seminars.

c. Reading suggested references.

d. Developing and submitting a course project which could be implemented within their own classrooms.

e. Submitting an evaluation form to the project/institution.

F. Training Model Evaluated by Target Population

The pilot model was evaluated in spring, 1973 utilizing a pre- and posttest, a weekly questionnaire, two informal teacher critiques and a teacher-trainer critique. These data formed the basis for determining the usefulness of training to teachers.

1. A 27-item (Appendix L) pre-test was administered to all teacher participants prior to viewing the first telelesson and reading the teacher manual to determine entry level of knowledge. The same test was administered at the end of the 16-week course to determine the gain in knowledge of content of the series.

Of the 180 teachers who participated, 136 responded to the pre-posttests. The gain between the pre and posttests was measured statistically (Table 1). The t-test for correlated means was used for statistical analysis. The results obtained in early 1974 showed a significant gain in knowledge from viewing the series and participating in the training.

Slippage: The Data Processing Unit was unable to program the data before late fall of 1973 because of an unduly heavy backlog. MSDE's Research, Evaluation and Information Systems was able to analyze the raw data in the spring of 1974.

2. A 16-item questionnaire (Appendix M) was responded to weekly by teacher participants. The computer validated data (Table 2) indicated that 12 out of the 16 lessons could be retained as originally produced for the series. Study of the summary column revealed that four out of the sixteen telelessons required minor revisions. Telelesson 5 (Behavior Problems II) and 14 (Mathematical Problems II) required minor revisions; 3 (Teacher Attitude II) and 10 (Assessment of Reading Problems) required major alterations. It was determined that revisions would be planned with the assistance of a representative number of the target audience in late summer.

3. Two informal teacher critiques were scheduled at terminal points in the pilot telecast. A random selection of 25 teachers from the 180 participants representing the eleven LEAs in which training seminars were conducted constituted the critique group. The first critique considered the first seven telelessons; the second the last nine. The two points of focus were the telelessons and the teacher manual.

Teacher assessment of both components (Appendix N) was positive, comments were practical; recommendations feasible. It is accurate to report that these teachers, whose teaching experience ranged from one to twenty years, felt that the series' content had been useful and adaptable to their own teaching situations.

4. The leadership personnel or teacher-trainers for the eleven pilot seminars convened in June of 1973 to critique the pilot from the aspects of: 1) ITV telelessons; 2) Teacher Manual and Instructor's Guide; 3) Seminars, their format and procedures.

Their suggestions constituted minor revisions for lessons and manual for those already advanced by teacher critiques. Recommendations for the Instructor's Guide were incorporated into the working draft to be developed.

G. Continuum Integrated Training Halted

Although the project's initial design specified (Objective e) that teachers "perceive accurately their roles in relation to Continuum-related services as they pertain to maintaining children in the regular classroom," MSDE Continuum plans required that it provide especially

designed summer training to faculties of those schools in which the Continuum operated in 1973. In 1974, a third party evaluation halted further Continuum expansion. Only through such expansion would it have been possible to integrate "Special Needs" training into Continuum schools. It must be emphasized that while direct interface was not feasible, the general and specific objectives of "Special Needs" supported the philosophy of the Continuum concept of programs and services.

H. Dissemination Activities Initiated Through Cooperation with LEAs and Other Agencies

The provision of information (Appendix O) about the training model was prerequisite to its possible use by LEAs and other agencies in-State and State Departments of Education (SEAs) and other agencies out-of-state. Accordingly, the project:

- Contacted supervisory personnel in all LEAs with information about the project. LEAs were cooperative to a very great extent in disseminating information regarding project training to schools, administrators and teachers.

- Obtained local news coverage on on-location videotaping of telelessons and broadcast of the series. (Appendix P)

- Developed more than ten presentations for State professional and service organizations such as, the Council for Exceptional Children, Maryland Mental Health Association, the Orton Society and participated in U.S.O.E.-sponsored regional conferences.

- Arranged site visits to project for representatives of two states for the viewing of the series and perusal of print materials.

- Initiated contacts with and responded to requests from out-of-state institutions of higher education (IHEs) and LEAs. (Appendix Q)

- Participated in eight statewide ITV-sponsored workshops for supervisors and teachers for the preview of series broadcast for inservice training over the State's public broadcast system.

MAJOR PROJECT ACCOMPLISHMENTS — 1973-74

IV. MAJOR PROJECT ACCOMPLISHMENTS -- 1973-74

The major objectives enumerated in a previous section of this document were accomplished by enabling activities during the third grant period which dealt with the preparation of increased numbers of teacher-trainers, revision of ITV telelessons based on data collection of the pilot, implementation of the training project in 11 LEAs in the State, re-evaluation of the revised telelessons, and expansion of dissemination activities.

A. Leadership Personnel Expanded to Teach Increased Numbers of Teachers

The response to the pilot training program by teachers and supervisory personnel dictated the need to expand the teacher-trainer corps by more than half its present number. More than 300 teacher applicants were processed for the pilot telecast. Less than 200 teachers were enrolled because of the limited number of leadership personnel available. There was documented interest from more than half the State's LEAs, a number of these from smaller, rural counties, for training by the project.

Tri-level summer training was instituted with a major State institution training present and new leadership trainers utilizing the multiplier effect. Six new leadership personnel were selected from teachers who had enrolled in the pilot telecourse and had demonstrated ability to communicate knowledgeably and effectively with their peers.

The expanded nucleus of leadership personnel was committed, in turn, to training other educators in "Special Needs" telecourses scheduled for the fall of 1973 and the spring of 1974.

1. Modified Training of Personnel

To facilitate the orientation of new leadership personnel to the content as well as to the variety of teaching experiences to be encountered, the previously trained leadership personnel (10) functioned as facilitators to the "Special Needs" series at an early juncture of the summer training program. New personnel were able thereby to benefit from the pilot seminar experiences and data collected during the pilot telecast phase.

The first level of the tri-level training provided more intense and specific preparation in the content areas of the series to six of the present leadership personnel. The second level offered continued preparation in the content areas to four of the present leadership people. The third level provided preparation, similar to that received by the original leadership corps, to ten additional persons.

The technique initiated in the summer of 1972 for evaluating whether or not leadership personnel met the specified objective of the training program continued to be used. Each of the new leadership persons were assigned to coordinate and present a unit of "Special Needs" content for the entire cadre of traineers. They were rated informally by peers and faculty.

In the project's second leadership training program in the summer of 1973, a priority was to train leadership personnel to follow through the training of teachers by classroom observations of teacher-pupil interactions. The data collected by leadership personnel, whether through use of a rating scale or peer observation instrument, would attempt some measurements of the effectiveness of the telecourse.

Difficulty Encountered: Leadership personnel indicated that the time constraints of their own teaching-administrative schedules would preclude the observational follow-up in the classroom. Such activity also would have necessitated observation of teachers prior to enrollment in seminars.

Suggested Alternative: Leadership personnel were requested to encourage teacher enrollees in 1973-74 seminars to use the observation checklist, provided in the series' second telelesson on teacher attitude, with the assistance of a peer. The checklist provides an informal indicator of classroom climate. At the end of the 1973-74 seminars, leadership personnel reported few teachers were inclined to engage in the suggested activity.

2. Utilization of Additional Leadership Personnel

It was the purpose of the project to train at least one teacher-trainer in as many of the State's LEAs as possible so that such personnel might, in turn, function as trainers within their own educational systems or as adjunct faculty members of IHEs wishing to offer "Special Needs." Six leadership personnel were provided advanced or introductory training in the summer of 1973 and subsequently served as trainers in six LEAs.

At least half of the leadership personnel showed a willingness to serve in other than their own LEA and established good working relationships with other LEAs in which they continued to serve as "Special Needs" instructors.

A total of 15 personnel, representing 10 LEAs were trained by the project in 1972-73 (Appendix S).

3. Cooperation Among Leadership Personnel

A secondary gain from the leadership training programs of 1972 and 73 was that most of the personnel willingly shared and exchanged resource materials, forwarded assessment or instructional items to the project for redistribution to all personnel, communicated with one another at least once a month concerning seminar matters, substituted for one another as needed and socialized with one another or as a group periodically.

B. Telelesson Revisions Planned

Revisions were planned for four telelessons in the summer of 1973 based on the analysis of the computer scored validation data received

from pilot telecast enrollees and amplified by comments and criticism from a randomly selected sample of 25 teachers who participated in the pilot training program.

1. Representative Members of Target Audience Confer on Revisions

Twelve regular educators met with the project and production staffs in August, 1973 to review, discuss and recommend means of aligning questionable areas of four telelessons with the recommendations offered by the pilot population of teachers.

2. Four Telelessons Reevaluated

The four telelessons, to be modified according to recommendations of the pilot population, were revised and broadcast during the fall 1973 implementation phase of the project. Teacher enrollees of the fall training program were asked to respond to the same 16-item instrument used in the pilot. The computer validated data on telelessons 3, 5, 10 and 16 appear in Table 3.

In studying the results, represented in percentages, and in recognition that the revisions were made in light of the recommendations of teacher critiques and data previously collected, the project decided to consider the revisions adequate in view of the implications in the foreseeable future for production time and costs.

C. Training Model Implemented in LEAs

Subsequent to the pilot, "Special Needs" seminars were implemented in twelve LEAs of the State. The telecourse was offered to regular educators on a self-select basis. Assistance in dissemination was received from special education supervisory personnel. A total of 315 educators (Appendix T) were trained during the 1973-74 academic year.

As in the pilot phase, the project provided instructors for seminars and teacher manuals for teacher participants. Seminars, located most often in elementary schools, held to an enrollment of thirty teachers to facilitate ease of interaction and feasibility of small group activities.

1. Sample Teacher Comments About the Telecourse

Instructors were encouraged to design their own informational instrument for use with teacher participants in evaluating the telecourse. Teachers during the pilot and implementation phase were reported quite willing to respond.

In response to questions relating to the usefulness of the telecourse, sample comments were as follows:

"Most useful . . . it made me look at and be aware of my attitude toward student'. I have been aware of my many shortcomings and it was very helpful to see how others dealt with problems. I just feel like I am a better teacher for having had this course."

"I felt the lessons on teacher and student attitudes were most useful. It made me re-evaluate some techniques and look at my 'tolerance level'."

"All of the lessons were useful. They made me more aware of special needs of children, how to plan for the needs of each student instead of large groups, to accept each student for what he or she is."

"I found that this course is very useful. Since I haven't been teaching long I need all kinds of ideas to help me with instruction."

In response to questions related to recommending the telecourse to others, sample comments were as follows:

"Yes, I have already recommended the course to many teachers. It is interesting and informative. The first course I have felt useful in many years.

"Yes, because it discusses and shows teachers that have had no courses in special education or exceptional children ways to deal with them and would make the regular classroom teacher aware of these children.

"I would recommend the course to someone if they were truly interested in becoming a better teacher or person because of taking the course. I would recommend it on the basis that it was useful to me personally.

"Yes, I would recommend the course to others. This being only my second year of teaching I was not aware of a lot of things this class has brought out. Not only does this make you aware of the children but also become aware of yourself.

2. Sample Instructor Observations About the Telecourse

In relation to teaching the telecourse, some sample instructor observations were:

"After teaching the course for three semesters, I finally feel secure in communicating information about most content areas. There is a great deal of instruction compressed in sixteen half hours of ITV."

"The use at seminars of the series in its nonbroaccast mode has proved to be instructionally very sound."

"The knowledge and skills gained from teaching the course have had applicability in my other inservice endeavors. The experience has been very worthwhile."

"Teacher participants generally have demonstrated heightened interest in the areas of attitude, observation of behavior and learning styles."

D. Dissemination Activities Expanded

The extent to which a training model will be used is contingent on its availability. Following the pilot telecast, "Special Needs" was broadcast open-circuit over the State Public Broadcasting System three times weekly for academic year 1973-74. The nonbroadcast or closed circuit mode was used at seminar sites in areas of the State without a strong television signal.

1. In-State Requests

The project was able to respond to requests for preview lessons and print materials from LEAs and other State agencies on a very limited basis. Since facilities for videotape reproduction were not available through the State Public Broadcasting System, the Division of Instructional Television began exploration of an appropriate reproduction and distribution source for the nonbroadcast mode of the series which service could also be offered to out-of-state users.

2. Out-of-State Requests

Out-of-state requests for use of the broadcast mode were accommodated through a contractual arrangement between Eastern Educational Network (EEN) and MSDE's Division of Instructional Television. Under that kind of arrangement users leased the series for broadcast over public television for a period of one or more semesters. Initially the potential user was provided with a videotaped lesson and teacher manual for preview. EEN offered the series to its membership of 28 instructional television outlets as well as to non-members. As a result of dissemination efforts in 1973-74, EEN scheduled the series for open-circuit broadcast over 16 of its member outlets. (Appendix U).

During 1973-74 the project responded to more than 100 requests for information on the ITV series, print materials and its training component from institutions and agencies in more than 25 states and five foreign countries.

Although "Special Needs" was funded to develop and implement a training model for the preparation of regular educators to work with handicapped school children in Maryland, the out-of-state interest evinced in the project by the end of the third year tended to indicate the possibility of greater utilization of the model out-of-state.

V. SPINOFF DEVELOPMENTS

A. It was anticipated that there would be a reasonable usage of the completed training model in-state as well as modifications in usage of the model. The anticipated developments were:

o Integration of the entire training model including the utilization of the project-trained instructor, into the special education graduate program of the state college. The "Special Needs" course was subsequently offered to upper division undergraduates at that institution.

o Utilization of specific content units of the ITV series component of the model by departments of early childhood, elementary education, child study and human development, and special education at a major state university.

o Utilization of specific units of the ITV series component of the model for inservice institutes and seminars by LEAs.

o Utilization of specific units of the ITV series component of the model with preschool projects, such as Head Start units in the state.

o Utilization by leadership personnel of their project training for use in other inservice programs within their own LEAs.

The unanticipated spinoff developments were:

o Initial contact with a state education agency at a U.S.O.E. sponsored conference which subsequently led to:

1. A tri-state "Special Needs" demonstration-training workshop sponsored by the University of Northern Colorado in that state. One spinoff of that workshop occurred when a participant from an LEA in Nebraska adopted the "Special Needs" model for a pilot training program in a rural area of his own state.

Following the demonstration-training workshop, Colorado used the model in affiliation with the University of Northern Colorado to provide inservice training to more than 6,000 regular educators. The closed-circuit telecast of the "Special Needs" series reached the target audience in Colorado and parts of Arkansas and Nebraska.

2. An association with the Massachusetts State Department of Education which, in turn, initiated a state plan to affiliate "Special Needs" training with all training institutions in the state.

The project's initial contact with the state resulted in an on-going association regarding training in specific areas of the state and in developing additional ITV training vehicles.

o Utilization of the ITV component of the model for the orientation of hospital volunteers to working with handicapped children.

o Utilization of content units of the ITV component of the model by a community college to supplement curricula designed for paraprofessionals in health-related fields.

o Distribution of videotaped sets of the "Special Needs" ITV component of the model to the State's 24 LEAs for use in training regular educators. Additional federal monies were approved for this purpose by Maryland State Department of Education's Office of Special Education.

B. Output Quantification

The "Overview" of this document specified that the "Special Needs" project was a collaborative effort between the Division of Instructional Television (ITV) and the grantee, the Division of Instruction. Technical production facilities and personnel were provided by ITV through the Maryland Center for Public Broadcasting. Substantial production and personnel costs were also borne by ITV as in-kind contributions. Although it was not possible to delineate actual cost, as a point of reference, the minimum cost for commercial television production would have been $1,000 per minute. (The ITV component of the project represented 16 telelessons of 30 minutes each.)

The U.S.O.E. grant monies awarded to the "Special Needs" project during a three year period (Appendix V) were expended in two major categories, production and training. Within production were included costs such as project staff, technical personnel, on-location filming, laboratory cost and supplies. Within training were included costs such as project staff, consultants, teacher-trainer and teacher participant stipends, instructors' fees, instructional materials.

The total grant* monies for the two major categories were as follows:

Production - - - - $138,251.	Training - - - - - - $88,037
ITV Series	Teacher-Trainers (20) = $60,237.
Telelessons (16) = $138,251.	Teacher-Trainer (1) = 3,012.**
Telelesson (1) = 8,640.	Teacher-Trainers (15) Reimbursement for Seminar Teaching = 27,800.
	Teacher Participants (495) = 88,037.
	Teacher Participant (1) (average cost) = 177.85

*These are federal monies only and represent total cost of training only, not total cost of production of ITV series.

**Of the 20 teacher-trainers only 15 remained to serve as seminar instructors. All trainers have also used their training in other LEA inservice training.

C. Other Related Information

The U. S. Office of Education, Bureau of Education for the Handicapped afforded this project substantial assistance in two areas. These were:

1. Assistance in Planning Grant Proposal

Prior to the development of the original grant proposal for this project, substantial amounts of time in "planning to plan" the document were invested with personnel from Maryland State Department of Education's Office of Special Education by BEH personnel. This assistance was directed to specifying the type and kind of planning in which to engage in order to assess and address training needs of regular educators. Guidance was offered in setting realistic timelines of three to five years to carry out the planning, development and implementation phases. The timelines were based on performance schedules of other similar BEH projects and, it was most useful to cite the recommended timelines at various junctures in the development of this project.

2. Facilitation of Dissemination Activities

BEH facilitated dissemination of information about this project throughout its three-year existence. Regional and national conferences (Appendix W) sponsored by BEH and the Leadership Training Institute (University of Minnesota) provided forums for presentations to potential users. Contacts made at these conferences and dealt with previously in this document proved mutually beneficial to the agencies involved and to this project. At least half of these associations resulted in additional SEA or LEA contacts regarding utilization of this training model.

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TEACHING CHILDREN WITH SPECIAL NEEDS

Television Series Produced by

MARYLAND STATE DEPARTMENT OF EDUCATION'S

DIVISION OF INSTRUCTIONAL TELEVISION

Angela McDermott	Director of Instructional Television
Edward S. Beach, Jr.	Coordinator, Curriculum Development/Utilization
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In Cooperation With The

DIVISION OF INSTRUCTION

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Lucy Anne Hession	Special Education Project Director
Thomas E. Finch	Consultant in Curriculum Development
Joan C. Maynard	Specialist, Speech and Hearing
Roger Meehan	Director of EPDA Project

And The

MARYLAND CENTER FOR PUBLIC BROADCASTING

Steve McCullough	Television Director

TEACHING CHILDREN WITH SPECIAL NEEDS

SPECIAL EDUCATION TASK FORCE
Maryland State Department of Education
Division of Instruction

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Maryland Association for Mental Health
Josephine Kohn

University of Maryland
Linda Jacobs

University of Maryland Hospital
Regina Cicci

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Instruction
Special Education Section

Teacher _____ Grade _____

School _____ Date _____

Please check below the area(s) in which you, as a classroom teacher, would like more information in order to help children who appear to have some difficulty with learning tasks.

_____observing learning problems
_____identifying specific problems
_____working with problems once they have been identified
_____all of the above

In your experience as a teacher, which of the following aspects of children's behavior have been especially difficult to work with in the classroom:

_____short attention span
_____poor listening skills
_____faulty memory
_____inability to follow directions
_____lack of alertness
_____restlessness
_____avoiding contact with other children
_____avoiding participation in class activities
_____repeating words and actions excessively
_____getting and remaining angry when corrected
_____using oral language
_____recognizing written symbols
_____using written language
_____judging distance, size and telling time
_____using numbers meaningfully

Please check below the kind of assistance which would help you in working with any of the problems listed above.

_____additional professional information, including specific teaching techniques and strategies
_____demonstration workshops, institutes, etc.
_____suggestions for current professional readings
_____all of the above

CONSULTANTS	LESSON & TITLE
Dr. Doris J. Johnson Associate Professor of Learning Disabilities Northwestern University	Lesson #1 Preview
Dr. T. K. Muellen Assistant State Superintendent in Instruction Maryland State Department of Education	Lesson #1 Preview
Dr. Mary McKnight Assistant Professor, Special Education Coppin State College	Lesson #2 Teacher Attitude I
Dr. Kathleen Amershek Associate Professor, Early Childhood Education University of Maryland	Lesson #3 Teacher Attitude II
Dr. Harry Green and Dr. Joan Hunt Assistant Professors Institute for Child Study University of Maryland	Lesson #4 Observation of Behavior
Dr. Linda Jacobs Assistant Professor, Special Education University of Maryland	Lesson #5 Learning Styles
Dr. Mary McKnight Assistant Professor, Special Education Coppin State College	Lesson #6 Behavior Problems I
Dr. Mary McKnight Assistant Professor, Special Education Coppin State College	Lesson #7 Behavior Problems II
Mrs. Eileen Henderson Speech and Language Specialist Howard County Board of Education	Lesson #8 Oral Receptive Language
Mrs. Eileen Henderson Speech and Language Specialist Howard County Board of Education	Lesson #9 Oral Expressive Language
Dr. Louise Waynant Supervisor of Reading Howard County Board of Education	Lesson #10 Informal Assessment of Reading Problems
Mrs. Dorothy Engle Diagnostic Prescriptive Teacher Calvert County Board of Education	Lesson #10 Informal Assessment of Reading Problems

Miss Priscilla Pilson Reading Resource Teacher Prince George's County Board of Education	Lesson #10 Informal Assessment of Reading Problems
Dr. Dorsey Hammond Associate Professor of Education Oakland University (Michigan)	Lesson #11 An Analytic Approach to Reading
Mrs. Virginia Lee Bowen Mrs. Dorothy Engle Mrs. Virginia Dare Sollars The Beach School Calvert County	Lesson #11 An Analytic Approach to Reading
Mr. David Malin Consultant in Reading Baltimore	Lesson #12 A Synthetic Approach to Reading
Dr. Robert Ashlock Professor, Early Childhood/ Elementary Education University of Maryland	Lesson #13 Mathematical Problems
Dr. Robert Ashlock Professor, Early Childhood/ Elementary Education University of Maryland	Lesson #14 Mathematical Problems
Dr. Kenneth Riggs Consultant in Psychological Services Pupil Services Section Maryland State Department of Education	Lesson #15 Referral Services
Dr. Linda Jacobs Assistant Professor, Special Education University of Maryland	Lesson #16 A Review

Date _____
Name _____
Grade Level Taught _____
County _____

ORAL LANGUAGE PILOT

PRETEST

1. Name as many aspects of oral language problems that you could identify in the classroom learning situation.

2. Describe an appropriate instructional plan for the oral language problems you could identify.

Problem	Appropriate remediating instruction

Comments:

POST TEST

1. Name as many aspects of oral language problems that you could identify in the classroom learning situation.

2. Describe an appropriate instructional plan for the oral language problems you could identify.

Problem	Appropriate remediating instruction

Comments:

1. Would a graph or chart of the oral language problems be helpful in following the training objective of the program?

Yes ( ) No ( ) Comment: _____

_____

_____

2. In what order should the examples and their explanation occur in the series? (Check your choice.)

a.( ) examples before the explanation
b.( ) explanation before the examples
c.( ) explanation before and after the examples
d.( ) examples before and after the explanation
e.( ) more examples of each type clearly labeled (some combination of both D an

Comments: _____

_____

_____

3. The interview format was

( ) effective (It posed questions that a classroom teacher would have asked.)
( ) not effective (Questions were not relevant to the classroom teacher's problems.)
( ) misleading (It did not direct itself to the specific objectives of the program.)
( ) irrelevant (Time could be better used with identifying classroom learning problems and classroom solutions.)

Comments: _____

_____

_____

GENERAL COMMENTS

_____

_____

_____

_____

_____

_____

CRITICISMS AND SUGGESTIONS

I. Objectives
   A. Specific objective not clear.
   B. Program did not identify any tools to help teachers with a specific problem.
   C. Helpful to each to have a guide before viewing program to be familiar with specific objectives as well as general objective and to know whether each is met.

II. Terminology
   A. Teachers should have a guide before the program is viewed which would give terms and definitions of terms to be used in the program.
   B. Must define oral language at the beginning of the program.
   C. Terminology must be meaningful to the audience.
   D. Terminology should be one acceptable by all teachers. (meanings should be acceptable by all teachers.)

III. Identifying with teacher-audience
   A. Can teacher identify with the program--format of the program shown was poor.
   B. Does audience know why you are showing the program--answer not clear.

IV. The Lesson (after tape viewing)
   A. Attaching labels--program pointed out emotional disturbance in connection with structual language. Teachers questioned the connection. Suggested that it be omitted.
   B. Use kids from regular classroom and point out when there is a deviation from the normal behavior using "stop" or "freeze" action of the camera.
   C. Should have used peanut butter instead of jelly.
   D. Should have pointed out how important motor is to oral.
   E. Needed more practice on the motor for smoothness.
   F. Less time on the interview; more time on the kids.
   G. Use descriptive devices with the camera to identify techniques or problems--circles, sentences, words, "stop" or "freeze" camera action, replay, etc.
   H. Teacher should know how to ask the question to get the right answer or answer wanted.
   I. Problem of children not listening--nothing was done about this on the tape.
   J. Not enough reinforcement of concepts; no summary of what had been done at the end of the tape.
   K. Should have given the five elements and right away given examples of each.
   L. Movement is too quick to formulate. Too much on one tape.
   M. Too much shown--identifying, classifying, naming parts--should concentrate on one element.
      Example - concentrate on identifying in one program,
      classifying in another program, etc.

V. Content
   A. Approach should be more direct--use positive attitude in the introduction.
   B. Emphasis should be placed on what you are seeing and how you can apply it.

C. Examples before and after the explanation.
D. Determine the content.
   1. Who and what determines the content?
   2. Do something practical instead of special as far as content is concerned.
   3. More of "how to do it"--teachers need more suggestions as to how to do it; how to apply techniques.
   4. Program must be informative to regular classroom teachers in regular classroom situations.
   5. (one teacher suggestion) use "language kit"--good for teaching children how to organize thoughts and gives clear experiences with a variety of approaches.

B. Responses
   1. Group responses are more typical of actual classroom.
   2. Individual responses are better to identify specific problems to the teachers viewing the program.
   3. Suggestion - have problem illustrated by two children, then have the same two children to illustrate after remediation.

F. Levels covered by content
   1. Oral language problems are different according to the section children are living in.
   2. Different cultural levels present a problem.
   3. Cannot satisfy everyone--decide on a certain type; show average middle class child.
   4. Questions as to how program can be applied to other levels--teachers must be able to apply materials to level they are teaching--changing experiences to level of teaching.
   5. Work into each lesson a segment for each age group, level, etc.
   6. Work with several different levels at the same time.
   7. On each program show a different level, age, etc.
   8. Age and grade level should be identified on show.
   9. Teacher's manual should expand lesson level usage.

G. Geographic location of who is viewing the show should be considered--rural or inner city teachers.

Nancy Hessions' Remarks

1. There was too much information in the presentation of this lesson.
2. Presentation of the information must be reconstructed and resequenced to give a better picture of objectives and concepts.
3. Need more visual support from camera--special techniques.
4. Must label for identification on screen.
5. Comparison and contrasting situations must be presented.
6. "How to do it" rather than theory should be presented.
7. Terminology of what oral language is must be available to all. Definition should be clear, brief and should be illustrated at the beginning of the program.

SOME SUGGESTED TITLES FOR THE PROGRAM

Look at Me
Show and Tell
A Closer Look
Listen to Me
My Language is Me.
Learn-A-While
What is in it for Me
Teach Me
Good Grammer or Good Taste
Special Needs of Children
Children's Behavior and You
Me and My Mouth

MARYLAND STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTIONAL TELEVISION
MARYLAND CENTER FOR PUBLIC BROADCASTING
BONITA AVENUE, OWINGS MILLS 21117

DATE June 28, 1971

TO: Special Education Committee and ITV Staff

FROM: Aatis Lillstrom

SUBJECT: Special Education Pilot - Oral Language

The pretest showed a very low entering behavior for the specific content area to be covered in this specific pilot. Only two of the fourteen "teachers" responding focused on areas clearly chosen by the Special Education Committee. The other twelve gave several word descriptions of practical classroom problems. They could construct adequate remediating instruction for the practical class problems they could identify. They understand the basic remediating process.

On the post test most were able to use our labels but had no idea how to remediate these problems. (The tape, for the most part, did not instruct for remediation.) It is an open question if these labels have become useful indicators for classroom observation. They might not be able to identify the problems correctly from a non-labeled sample occuring in their classroom. If they do not label the behavior correctly, they may use the manual with remediating suggestions on the wrong problem.

Ten of thirteen felt that a graph or chart of the oral language problems would help to achieve the training objective of the program. Eleven of fourteen felt that more clearly labeled examples of the oral language problems with examples before, after, and simultaneous to an explanation, would be helpful. Nine of fourteen felt the interview format was effective, six did not. (The six dissenting gave fuller comments and felt the time could be better used with labeled examples.)

Some general comments excerpted appear to express a consensus of the teachers viewing.

1. Greater length to examples - more examples.
2. Too many content areas (concentrate on fewer areas in each program).
3. Clear differentiation of correct and incorrect behaviors.
4. What about the "non-listening" - oral language problem?
5. Program too vague - too general - not real problems.

The pilot did not attempt to handle all of the objectives outlined by the committee. Some decision as to what will and what will not be covered in the television production (notes and supplementary material accounted for in the teachers classroom manual that would accompany the series) must be made in order to pilot a format that would be indicative of success for this critical area. Only a portion of #2 of the general objectives was covered, but

it is not clear if the training or instructional aspect of the pilot accomplished even this.

Field tests of classroom teachers would help determine existing preconceptions and entering skills for each of the sixteen areas to be covered by this series. The present orientation seems academically formal - rather than practical. General objective #3 (focusing on learning characteristics rather than etiological catagories of children) would seem to suggest a very practical series.

The procedures for a training series demand that a more specific content outline be constructed with sufficient graphics, repetitious, varied examples, and summaries included in order to teach the discriminations. It is important for the child in the classroom that their teachers make correct judgements or referrals.

Dr. Finch and Dr. Shami suggested that the script and visual examples be cleared by a content specialist before preparing the tape for broadcast.

Attached is a summary of anecdotal comments made during the discussion after seeing the pilot.

ALigg

TEACHING CHILDREN WITH SPECIAL NEEDS

PRE-PRODUCTION SCRIPT REVIEW FORM

PROGRAM #_____ TITLE_____

DATE_____ RETURN DATE_____

REVIEWER_____

SCRIPT: _____TREATMENT _____SHOOTING SCRIPT _____STUDIO SCRIPT

REVIEWER:

___Director: ITV	___Sp. Ed. Task Force	___ITV Curriculum Spec.
___Director: Inst.	___Sp. Ed. Task Force	___ITV Prod. Spec.
___Coordinator	___Target Audience	
___Producer	___Target Audience	
___Consultant		

CONTENT

1. Consistence with objectives
2. Amount
3. Difficulty
4. Sequence

TEACHING TECHNIQUES

5. Appropriateness of Methods
6. Language Level
7. Relevance of Film Examples
8. Sufficient Review

PRODUCTION TECHNIQUES

9. Film - quality
10. Graphics - Appropriateness/effectiveness
11. Integration of Elements

SPECIFIC LESSON OBJECTIVES

LESSON #1 will be a preview of the series and will clearly specify the kinds of problems to be treated in the series. The rationale for providing special assistance to children exhibiting learning problems within the regular classroom will be developed.

LESSON #2: TEACHER ATTITUDE

Lesson will explore possible teacher biases toward children and briefly examine those behaviors of children which are acceptable or which can be modified in order to aid learning.

1. The viewer will recognize that some initially unacceptable behaviors can best be managed in the classroom by accepting the child, accepting the behaviors, by changing teacher expectation of the child's behavior, or by attempting to modify the child's behavior.

LESSON #3: TEACHER ATTITUDE

Lesson will examine briefly some ways in which teacher behavior can positively or negatively affect a child's classroom performance. Selected procedures for analizing teacher-child interaction will be introduced.

1. The viewer will describe common positive and negative verbal and non-verbal behaviors by teachers which are often interpreted as encouragement or rejection by children. He will realize that an early pattern of rejection may strongly influence a child's cognitive and affective performance in school, resulting in a potential learning or behavior problem.

2. The viewer will describe the following procedures for analyzing his own interaction with children: use of audio or video recording with standardized interaction instrument; use of a peer to record teacher-student interaction; the use of role playing to assess the child's concept of his teacher.

LESSON #4: OBSERVATION OF BEHAVIOR

Lesson will focus on the use of critical observation in determining children's behavior patterns which may interfere with learning and in formulating management strategies.

1. The viewer will differentiate between objective discriptive and interpretive terminology. He will use objective language

in describing a child's behavior.

2. The viewer will describe some ways that anecdotal records for those children demonstrating behavioral or learning problems can be useful.

LESSON #5: LEARNING STYLES

Lesson will focus on children's use of the sensory modalities in learning as well as assessment and educational programming for learning strengths and weaknesses.

1. The viewer will recognize that children learn through a variety of sensory channels, and that each child will demonstrate an individual pattern of sensory strengths and weaknesses.

2. The viewer will identify some techniques for assessing a child's sensory strengths and weaknesses.

3. The viewer will be aware that learning experiences can be organized to capitalize on the above identified differences.

LESSON #6: BEHAVIOR PROBLEMS I

Lesson will examine briefly four kinds of classroom behavior for which short-term management techniques may be useful.

1. The viewer will distinguish between acting out, excessively active, non-participating and covertly resisting behavior of children.

2. The viewer will recognize that the management of a child exhibiting these behaviors will require objective observation to record and analyze the most interfering behaviors and those who these behaviors affect.

3. The viewer will enumerate some surface management techniques for acting out, excessively active, non-participating and covertly resisting behavior.

LESSON #7: BEHAVIOR PROBLEMS II

Lesson will focus briefly on some long-term management techniques which may be useful for several kinds of classroom behavior.

1. The viewer will recognize that the management of a pupil exhibiting behaviors such as acting out, excessive activity, non-participation, and covert resistance will

will require objective observation to record and analyze how and with whom these behaviors interfer.

3. The viewer will enumerate two techniques for long-term management of behavior, contingency contracting and the task center approach.

LESSON #8: ORAL RECEPTIVE LANGUAGE

Lesson will examine certain receptive language problems of children, methods of assessing and working with these problems.

1. The viewer will identify some techniques of assessing certain oral receptive language problems which may be caused by difficulties in perceiving, understanding, or remembering language.

2. The viewer will identify some techniques of working with children exhibiting oral receptive language problems.

LESSON #9: ORAL EXPRESSIVE LANGUAGE

Lesson will examine certain expressive language problems of children, methods of assessing and working with these problems.

1. The viewer will identify some techniques of assessing certain oral expressive language problems which may be caused by the inability to retrieve words, or by difficulty in formulating sentences.

2. The viewer will identify some techniques of working with children exhibiting oral expressive language problems.

LESSON #10: INFORMAL ASSESSMENT OF READING PROBLEMS

Lesson will focus on those components of the reading process that are problem areas for many children and offer some techniques for assessing these problems.

1. The viewer will be able to list some of the components of the reading process.

2. The viewer will be familiar with some informal techniques for assessing a child's reading difficulties, specifically word recognition and comprehension, through the use of informal reading inventories, informal word recognition inventories, and spelling inventories.

LESSON #11: AN ANALYTIC APPROACH TO READING

Lesson will examine briefly some of the analytic approaches to reading and focus on language experience as one approach which can aid children with certain kinds of reading problems.

1. The viewer will describe the sequence in the language experience approach to reading.

2. The viewer will identify some kinds of reading problems for which the language experience approach might be helpful.

LESSON #12: A SYNTHETIC APPROACH TO READING

Lesson will focus on the synthetic approach to reading as one which can aid children with certain kinds of reading problems.

1. The viewer will describe the steps involved in the synthetic approach to reading.

2. The viewer will identify some kinds of reading problems for which the synthesis approach might be helpful.

LESSON #13: MATHEMATICAL PROBLEMS

Lesson will focus on specific fundamental difficulties children may experience in learning mathematics and some corrective techniques to be used.

1. The viewer will know some techniques for assessing children exhibiting difficulties in learning mathematics, specifically difficulties in counting to find how many in a set, and difficulties in expressing numbers with written symbols.

2. The viewer will know some corrective techniques to assist children exhibiting these difficulties.

LESSON #14: MATHEMATICAL PROBLEMS

Lesson will focus on specific fundamental difficulties children may experience in learning mathematics and some corrective techniques to be used.

1. The viewer will know some techniques for assessing

children exhibiting difficulties in learning mathematics, specifically difficulties in relating simple number sentences and concrete situations, and difficulties in learning the basic facts of arithmetic.

2. The viewer will know some corrective techniques to assess children exhibiting these problems.

LESSON #15: THE REFERRAL PROCESS

Lesson will focus on the services, resources available and the referral process.

1. The viewer will identify factors that may be involved in the decision to refer a child.

2. The viewer will identify the resource persons and services which may be available.

3. The viewer will be familiar with referral procedure.

LESSON #16 will be a review of the series and will be designed to provide an opportunity to apply concepts learned to sample situations and cases.

SPECIAL NEEDS ITV PROJECT
MARYLAND STATE DEPARTMENT OF EDUCATION

1. The ITV project as outlined can be considered for graduate credit by this institution. (Please check one).

   ☐ Yes

   ☐ No

   ☐ Possibly

2. If response to No. 1 is yes, this institution would be interested in:

   ☐ Providing faculty member(s) to conduct seminars to follow up ITV lessons.

   ☐ Providing faculty to advise and meet with paritcipants of the series periodically. Follow up sessions would be conducted regularly by MSDE teacher-trainers.

   ☐ Other (please describe).

3. What procedures would this project need to follow at your institution in order to obtain course credit for this ITV project?

4. This institution would consider including teachers enrolled in the ITV series for inservice credit in its seminars conducted for college/university credit.

   ☐ Yes

   ☐ No

5. If the response to No. 1 is no, what specific requirements must this project meet in order that its participants be eligible to receive credit?

SPECIAL NEEDS PROJECT

6. If the response to No. 1 is possibly, how and when might a determination be made?

7. Should your institution consider granting credit if counties developed a course around this series which was designed to meet the needs of their own teachers?

8. Additional information about this ITV project required by this institution:

1.

2.

3.

4.

Representative _____ Institution _____

TEACHING CHILDREN WITH SPECIAL NEEDS LEADERSHIP TRAINING

(Training: Summer, 1972 . . 2 weeks; Fall, 1972 . . 1 semester; Summer, 1973 . . 2 weeks)

(Summer - Fall, 1974 . . 2 weeks)

Training Institutions: University of Maryland, College Park
Johns Hopkins University, Baltimore, Maryland

Major Content Areas of Telecourse	Related Content Background	Consultants
Recognition by teacher of biases concerning children's behavior. Isolation of bothersome behavior. Recognition by teacher of personal and group interaction within the classroom (educational climate) Differing value systems (relative to races and socio-economic scales)	Introduction to behavior modification procedures and techniques. Systems for self knowledge by teachers, e.g. Flanders Interaction Analysis, Galloway Non-Verbal Behavior Record; video/audio taping; role playing. Measures of classroom environment -- informal instrumentation based on Indicators of Quality. Group dynamics. Related research on teacher attitude influence on pupil achievement.	Dr. Kathleen Amershek, University of MD Dr. James Fisher, MSDE Dr. Linda Beaman, Western MD Mrs. Mary McK. Taylor, Coppin State College
Observation of Behavior Objective language usage in descriptive behavior. The anecdotal record and its usefulness to teachers and others in relation to the pupil demonstrating behavioral or learning problems.	Assumptions about human behavior. Developmental Tasks. Teacher perceptions of behavior. Characteristics of a good anecdote. Writing an anecdotal record, a case history.	Dr. Joan Hunt, University of MD Dr. Harry Green, University of MD Dr. Jake Goering, University of MD
Behavior Problems Four kinds of objectionable behavior prevalent in the classroom, e.g. excessively active, acting out, non-participating and covertly resisting. Introduction to a variety of surface management techniques and long term techniques, e.g., contingency contracting and task center approach in management of behavior problems.	Fundamentals of behavior modification (Redl, Newman and Long, Homme). Classroom management through a structured approach (Hewitt).	Mrs. Mary McK. Taylor Coppin State College Dr. Robert Freeman, University of MD.
Learning Styles Recognition that pupils learn through a variety of sensory channels and have individual patterns of sensory strengths and weaknesses. Some ways of assessing and working with different learning patterns.	Basic factors, e.g., process, rate, pattern, which affect learning. The learning process with focus on input and output phases. Introductory aspects of diagnostic-prescriptive teaching.	Dr. Linda Jacobs, University of MD. Dr. Betty Simms, University of MD.
Oral Language Classroom behaviors of children which may be caused by difficulties in perceiving, understanding or remembering language. Situations in which children's expressive language is characterized by difficulties in word finding or expressing ideas. Some techniques for assessing and	Definition of oral language (Johnson, Myklebust). Oral language programming as basis for classroom learning experience; its relationship to other language learning processes. Areas to be considered in assessment and teaching: Receptive language - perception,	Regina Cicci, University of MD. Eileen Henderson, Howard County. Lexa Dillon, Prince George's County. Peter Valletutti, Coppin State College

Major C. ent Areas of Telecourse	Relate. Content Background	Consultants
Oral Language (Continued)		
managing receptive and expressive problems.	comprehension, memory. Expressive language - speech production, sequencing of sounds, sentence formulation, word retrieval, sequencing ideas. Conceptualization. Roll of classroom teacher in the area of language.	
Reading		
Assessment of Reading Problems		
Usefulness of data gathered through informal assessment activities, viz., informal inventories, every pupil response techniques, oral and silent reading and diagnostic games in planning a reading program. Case studies illustrate use of data.	Pre-reading abilities: vision, audition, taction comprehension. Definition of reading. Areas of possible assessment. Informal assessment and possible tools for classroom teacher to use in assessing phono-grapheme, semantic and syntactic information. Recording of data for diagnostic teaching.	Priscilla Pilson, Reading Resource Teacher, Prince George's County
An Analytic Approach to Reading (Language Experience Approach)		
The sequence in the Language Experience Approach (LEA) to teaching reading. Usefulness of LEA in helping children exhibiting certain reading problems.	Goals and uniqueness of Language Experience Approach Explanation of steps involved in the LEA. Vocabulary development in the LEA. Introduction of the LEA in the classroom.	Dr. Louise Waynant, Consultant in Reading, Howard County Mrs. Virginia Lee Bowen, The Beach School, Calvert County
Mathematical Problems		
Some techniques for working with pupils exhibiting difficulties in learning mathematics. Specifically: difficulties in counting to find out how many in a set and difficulties in expressing numbers with symbols; difficulties in relating number sentences to concrete situations and difficulties in learning the basic facts of arithmetic.	Simplified hierarchy of counting skills. Matching skills and activities. Two uses of number ideas: cardinal and ordinal. A sequence of selected skills for writing the number of elements in a set. Understanding (and writing) the basic facts of arithmetic. Forming sets of related facts. Mastering basic facts.	Dr. Robert Ashlock, University of Maryland

MARYLAND STATE DEPARTMENT OF EDUCATION

DIVISION OF INSTRUCTIONAL TELEVISION

SPECIAL NEEDS

PRE/POST TEST LESSON 2

o Name some pupil behaviors in the classroom which you might consider to be unacceptable or annoying.

_____

_____

_____

_____

1. Friction between teacher and pupil can occur in the classroom. List some possible causes for this friction.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

2. What are some ways a teacher can manage initially unacceptable behaviors in the classroom?

_____

_____

_____

_____

MARYLAND STATE DEPARTMENT OF EDUCATION

DIVISION OF INSTRUCTIONAL TELEVISION

SPECIAL NEEDS

PRE/POST TEST LESSON 11

o Are you familiar with an analytic or whole word approach to reading?

YES ___

NO ___

1. Describe the sequence in the Language Experience Approach to reading.

_____

_____

_____

_____

2. Name some kinds of reading problems for which the Language Experience Approach might be appropriate.

_____

_____

_____

_____

Division of Instructional Television Schedule 1972-73

Teaching Children with Special Needs

An introductory inservice training series for regular and special educators in the observation, identification, and management of children with special needs (K-3) through a series of sixteen, one-half hour television sessions.

Producer: Division of ITV
Maryland State Department of Education
WMPB, Owings Mills, Md.

Sixteen 30-minute lessons
Each lesson telecast six times a week

Monday	Tuesday	Wednesday	Thursday	Friday
	7:00-7:30 a.m. 3:30-4:00	7:00-7:30 a.m. 9:00-9:30 3:30-4:00	6:15-6:45 p.m.	

WEEK		LESSON
January	29	1. Preview
February	5	2. Teacher Attitude I
	12	3. Teacher Attitude II
	19	4. Observation of Behavior
	26	5. Children's Learning Styles
March	5	6. Children's Behavioral Problems I
	12	7. Children's Behavioral Problems II
	19	8. Oral Receptive Language
	26	9. Oral Expressive Language
April	2	10. Informal Assessment of Reading Problems
	9	11. An Analytic Approach to Reading
	16	12. A Synthetic Approach to Reading
	23	12. A Synthetic Approach to Reading
	30	13. Mathematical Problems I
May	7	14. Mathematical Problems II
	14	15. The Referral Process
	21	16. Review

During the week of May 7, evening programs will be replaced by the auction. Evening programs will resume on May 14.

MARYLAND STATE DEPARTMENT OF EDUCATION

Division of Special Education

NAME: _____

SCHOOL: _____

DATE: _____

PRE AND POST TEST

Special Needs
Academic Year 1973-74

PLEASE CHECK ONE (1) ANSWER ONLY FOR EACH OF THE QUESTIONS BELOW

1. Pupil behaviors that are initially unacceptable can be best managed by:

[ ] A. Labeling their problem for easy classification
[ ] B. Changing teacher's expectation of pupil behavior
[ ] C. Ostracizing pupils from the group
[ ] D. Discussing the pupil problem with other teachers
[ ] E. Holding up the good pupils as an example

Annoying pupil behavior in the classroom can best be managed by:

[ ] A. Appropriate disciplinary action
[ ] B. Disciplinary conferences with parents and supervisors
[ ] C. Positive teacher-pupil interactions
[ ] D. Isolating the child from group activities
[ ] E. Bringing peer pressure to create embarrassment

3. A pattern of rejection by the teacher in the child's early school years has:

[ ] A. No observable effect on learning
[ ] B. A stimulating effect on students performance
[ ] C. Far reaching effects on behavior and learning
[ ] D. No observable effect on behavior
[ ] E. Only short term effects on affective behavior

4. Teacher-pupil interaction is a complex matter and can be studied by:

[ ] A. The use of videorecording
[ ] B. A standarized interaction instrument
[ ] C. The observation of a peer-teacher
[ ] D. The use of role playing by the teacher's students
[ ] E. All of the above

5. In the description of problem student's behavior the teacher should use:

[ ] A. Handy labels
[ ] B. Common expressions by the students
[ ] C. Objective terminology
[ ] D. Terminology similar to that found in the child's record
[ ] E. Subjective value statements

6. In a teaching-learning situation anecdotal records are:

[ ] A. Not effective for basic teaching management
[ ] B. Useful in helping to program for behavioral and learning problems
[ ] C. More time consuming then helpful
[ ] D. Not valid for other teachers
[ ] E. The only useful method for recording classroom problems

7. Learning styles is a concept that states students':

[ ] A. Individual sensory strengths do not effect learning
[ ] B. Fundamental learning patterns are invariable
[ ] C. Sensory weaknesses are more important than sensory strengths
[ ] D. Learning occurs through a preferred sensory modality
[ ] E. Input for learning is not through a combination of sensory channels

8. Assessing a student's learning style is studied by the:

[ ] A. Observation of auditory tasks
[ ] B. Observation of visual tasks
[ ] C. Observation of tactile-kinesthetic tasks
[ ] D. Observation of conceptual learning
[ ] E. Use of all of the above

9. The organization of learning experiences to capitalize on Learning Styles is achieved:

[ ] A. Regardless of sensory strengths
[ ] B. By organizing around sensory strengths
[ ] C. By organizing around concepts
[ ] D. Through rote learning techniques
[ ] E. Through social manipulation

10. One characteristic that distinguishes "excessively active" from "acting out" behavior in children is:

[ ] A. Patterned irrelevant behavior
[ ] B. Academic performance
[ ] C. Excellent rapport with their classmates
[ ] D. Poor concentration
[ ] E. Predictable responses to strong stimuli

11. The characteristic that distinguishes "non-participating" from "covertly resisting" behavior in children is:

[ ] A. Predictable responses to strong stimuli
[ ] B. Academic performance
[ ] C. Response to reinforcement
[ ] D. Response to punishment
[ ] E. Lack of apparent motivation

12. A way of isolating objectionable classroom behavior:

[ ] A. Is punishment consistent with the behavior
[ ] B. Is the control of child's attitudes
[ ] C. Is based on anecdotal records and teacher remarks
[ ] D. Is not feasible in regular classrooms
[ ] E. Is through an objective recording and analysis

13. The technique of proximity control is a short term management technique which could most appropriately be used with a child exhibiting:

[ ] A. Acting out behaviors
[ ] B. Excessively active behavior
[ ] C. Covertly resisting behavior
[ ] D. Non-participating behavior
[ ] E. All of the above

14. Two techniques effective in the long term management of behavior are:

[ ] A. Academic Rewards and Social Modeling
[ ] B. Contingency Contracting and the Task Center approach
[ ] C. Continuous Reinforcement and Immediate Punishment
[ ] D. Intermittent Reinforcement and Buzz Groups
[ ] E. Social Reinforcement and Sensory Involvement

15. Oral receptive language problems are caused by difficulties in perceiving, in understanding, and/or:

[ ] A. Memorizing
[ ] B. Copying
[ ] C. Rehearsing
[ ] D. Remembering
[ ] E. Forgetting

16. Receptive language problems may be assessed by:

[ ] A. Observing the effects of intermittent reinforcement
[ ] B. Observing sign-symbol relationships
[ ] C. Observing non-verbal maniuplations
[ ] D. Observing children's responses to auditory tasks
[ ] E. All of the above

17. The techniques of using multiple choice of words and using scrambled sentences would be used with:

[ ] A. Non verbal problems
[ ] B. Visual-perceptual problems
[ ] C. Oral expressive language problems
[ ] D. Emotional problems
[ ] E. Oral receptive language problems

18. Oral expressive language problems may be due to the inability to retrieve words or:

[ ] A. Associate freely
[ ] B. Generate metaphors
[ ] C. Follow examples
[ ] D. Process cognitively
[ ] E. Formulate sentences

19. Basic components of the reading process are:

[ ] A. Independent of developmental processes
[ ] B. Auditory and visual integration
[ ] C. Understanding of questioning and context clues
[ ] D. Dependent on all sensory modes
[ ] E. Word recognition and comprehension

20. The use of reading inventories, word recognition inventories, and spelling inventories are most useful for:

[ ] A. Specific diagnosis of comprehension
[ ] B. Assessment of sensory-motor-problems
[ ] C. A formal assessment of reading difficulties
[ ] D. An informal assessment of reading difficulties
[ ] E. Grade level placement

21. The sequence of activities in the Language Experience approach to reading is:

[ ] A. Experience, dictated story, rereading, word cards.
[ ] B. Dictated experience stories, word recognition activities, creative writing, directed reading
[ ] C. Experience, assessment, comprehension skills, review
[ ] D. Group story, stations, blending, re-reading
[ ] E. Stimulus, response, writing, wordbank

22. The Language Experience approach might be particularly helpful for children who:

[ ] A. Need continuous reinforcement
[ ] B. Need a variety of learning experiences
[ ] C. Have learning problems that are not environmental
[ ] D. Have a language lag
[ ] E. Have sensory-motor problems

23. The Synthesis approach to reading might be particularly useful for:

[ ] A. A whole class
[ ] B. Children with poor recall
[ ] C. Children with a hearing problem
[ ] D. Children with emotional problems
[ ] E. Children in special classes

24. The steps involved in the Synthesis approach to reading are:

[ ] A. Input; repetition; output; review
[ ] B. Hearing; saying; feeling; writing
[ ] C. Sound-symbol; blending; words-phrases; sentences
[ ] D. Seeing; saying; writing; spelling
[ ] E. None of the above

25. In order to assess a child's ability to count to find out how many in a set, the teacher would test for ability to:

[ ] A. Rote count and one-to-one match
[ ] B. Deal with number order
[ ] C. Match set items
[ ] D. Write number names
[ ] E. Discriminate a set as a unit

26. In providing instruction to a child having difficulties learning the basic facts of arithmetic, the corrective techniques would:

[ ] A. Provide rote practice primarily
[ ] B. Be directed toward understanding, relating, and mastery
[ ] C. Provide inquiry opportunities
[ ] D. Be directed towards one to one matching
[ ] E. None of the above

27. The decision to refer a child should be based on:

[ ] A. The child;s records only
[ ] B. Patterns of behavior not readily handled in the classroom
[ ] C. Single instances rather than behavior patterns
[ ] D. Evaluation's of other educators
[ ] E. Patterns of behavior readily handled in the classroom

ANSWERS TO PRE-POST TEST

1. B
2. C
3. C
4. E
5. C
6. B
7. D
8. E
9. B
10. A
11. E
12. E
13. B
14. B
15. D
16. D
17. C
18. E
19. E
20. D
21. B
22. D
23. B
24. C
25. A
26. B
27 B

APPENDIX M

MARYLAND STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTIONAL TELEVISION

SPECIAL NEEDS QUESTIONNAIRE

rint Seminar School name on answer sheet, mark lesson number in 1st Series number oxes 02, 03 etc. on answer sheet. Choose the item that is closest to your feeling nd fill in the answer sheet for the first series through numbers 1 - 16.

1. Prior to viewing this program, I read:
   A. Content Background in manual B. Points to Ponder C. both D. neither
2. The content of this program, for me, was:
   A. Mostly new B. about ½ new C. 3/4 known D. over 3/4 known
   E. Known but needed
3. The difficulty level of the program content was:
   A. Too complex B. appropriate C. too simple D. uneven
   E. Uneven and a problem
4. As a series for classroom teachers, the vocabulary was:
   A. Too difficult B. appropriate C. too easy D. uneven
   E. Uneven and a problem
5. The content examples presented in this program were:
   A. Too few B. appropriate C. too many D. not appropriate and a problem
6. The pace of the program content was:
   A. Too fast B. appropriate C. too slow D. uneven E. uneven and a problem
7. The suggestions of this lesson for handling children with "Special Needs" are:
   A. Very useful B. useful C. not very useful D. not relevant
8. The graphics (words and diagrams, etc.) used to convey content in this program were:
   A. Clearly visible B. too small C. not at proper time D. poorly organized
   E. Too large
9. The graphics used in this program to convey content were:
   A. Used effectively as an introduction B. Used effectively as a summary
   C. Added a separate dimension to the visual message D. Reinforced the visual message E. Did not reinforce the visual message
10. For instructional purposes program content is conveyed primarily by the:
    A. Filmed examples B. graphics C. moderator explanations
    D. Guest explanations
11. For your classroom situation, you would alter this program by having:
    A. Less content and more repetition B. More content examples
    C. More classroom applications D. Clearer theoretical concepts
    E. No content change
12. The filmed examples selected to communicate the program content were:
    A. Effective B. misleading C. not sufficiently relevant to the program objectives
13. As a series for handling the needs of primary pupils, this television program was:
    A. Clear in identification of student problem and appropriate remediation
    B. Unclear in identifying specific student problems C. unclear in how to remediate specific problems D. uneven in identification of problem and in description of remediation E. uneven, AND A PROBLEM, in use of content presented
14. Indicate the usefulness of the "Points to Ponder" activities for this lesson:
    A. Very useful B. useful C. somewhat useful D. not useful
15. Indicate the usefulness of the follow-up activities for this lesson:
    A. Very useful B. useful C. somewhat useful D. not useful
16. How could the background information be more effective for this program?
    A. Needs a more theoretical basis B. needs a more practical approach
    C. Needs a more step by step description with examples D. needs a more effective manual format E. needs no change

MARYLAND STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTIONAL TELEVISION
MARYLAND CENTER FOR PUBLIC BROADCASTING
BONITA AVENUE, OWINGS MILLS 21117

APPENDIX N

DATE May 3, 1973

TO: Dr. Edward S. Beach, Jr. and Angela McDermott

FROM: Dolores J. Deardorff and Lucy Hession

SUBJECT: Critique of TEACHING CHILDREN WITH SPECIAL NEEDS - Lesson 1-7

The discussion with the 21 teachers attending the evaluative session was most fruitful. We will attempt to summarize some of their comments for you.

First, those of a general nature:

- There was some concern that the promotional materials did not make clear the fact that this was a series prepared for teachers of regular grades K thru 3. As the discussions continued, however, the suggestion was made that the series had merit for teachers of older children who were working at a slower pace.

- The suggestion was given that there needs to be more demonstration of content in the kindergarten setting.

- General reactions to the series with two exceptions were quite favorable eliciting such comments as: "The first time I have been able to sense personal learning as it occurs."

- It was recommended that some distinction be made in the seminars for assigned activities which would require more than one week to complete.

- Several general suggestions were made for the manual revision:
  - Need for more specifics, e.g., make the program synopsis more definitive to facilitate recall of program content.
  - Need for more follow-up activities (5 minimum for each lesson.)
  - Requested that the manual be pre-punched in order that note-taking pages could be inserted.
  - Include the name of the consultant in the synopsis as an aid to recall.
  - Specific word changes and insertions have been noted in the master copy of the manual for revision.

The evaluation of specific lessons rendered the following comments:

#1. Preview

Telelesson

Recommended that this be used not as a part of the series, but rather as a promotional piece in workshops, faculty meetings, etc.

Manual

Concise and adequate for an introductory program.

MARYLAND STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTIONAL TELEVISION
MARYLAND CENTER FOR PUBLIC BROADCASTING
BONITA AVENUE, OWINGS MILLS 21117

DATE May 3, 1973

TO Dr. Edward S. Beach, Jr. and Angela McDermott

FROM Dolores J. Deardorff and Lucy Hession

SUBJECT Critique of TEACHING CHILDREN WITH SPECIAL NEEDS - Lesson 1-7

2. Teacher Attitude I

Telelesson

There was considerable discussion regarding this lesson, and there were strong opinions pro and con. Some few felt that the program may have been offensive to the viewing teacher whose reaction might be "Here we go again. The teacher is going to be blamed for all the problems." Others felt that it served a valid purpose in causing the teacher to step back and take an objective look at herself. In a poll of the group all but two recommended that the program remain in the series in its present sequence. There is a sentence in the program made byTom Cole to the effect, "Where have we fallen short?", it is recommended that this be changed if possible.

Manual

The group suggested that there be a cautionary statement included in the manual to the effect that the way the teacher views herself as she interacts with pupils is the foundation of the course, and that as such, the viewing teacher will see many familiar situations in the telelesson.

3. Teacher Attitude II

Telelesson

The criticism was made that the film segment "Billy's Day" was obviously contrived and should be removed. Suggestions for better use of this time are to explain the Flanders System at greater length by demonstrating the usefulness of the scale, and by also expanding the portion of the program treating roleplaying for young children. One technical suggestion was offered regarding the "jumpiness" as a result of the lack of registration between the slides in the demonstration sequence.

Manual

There is a need to differentiate in the manual the nature of roleplaying as done by younger children vs. older children.

4. Observation of Behavior

Telelesson

This lesson was cited as a possibility for redo to eliminate the stiffness on the part of the guest authority. Teachers felt the content supplied by the authority was excellent, but that she was not presented in the best manner. The situation at the conclusion of the lesson which teachers were to use to prepare anecdotal notes needed more information included (type of activity, time of day, setting general).

MARYLAND STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTIONAL TELEVISION
MARYLAND CENTER FOR PUBLIC BROADCASTING
BONITA AVENUE, OWINGS MILLS 21117

DATE May 3, 1973

TO: Dr. Edward S. Beach, Jr. and Angela McDermott

FROM Dolores J. Deardorff and Lucy Hession

SUBJECT: Critique of TEACHING CHILDREN WITH SPECIAL NEEDS Lesson 1-7

#5. Learning Styles

Telelesson

This lesson received an unqualified vote of approval. One minor suggestion regarded changing the segment of the program where the child writes with one hand and traces with the other. It was also requested that during the film segments, supers to highlight the modality be included.

#6. Behavior Problems I

Telelesson

Comments indicated that the subject of the telelesson was quite broad and that it was crammed with content. As such, there was not an in depth development for each type of behavior, and thus it should be made clear that the lesson is only attempting to be introductory. It was recommended that the life space interview narration is not clear and the situation is is not strong.

#7. Behavior Problems II

Telelesson

Suggestions were made that the contract arrangements be more realistic and that the use of money be avoided. There was divided opinion about the usefulness of the task center approach segment and requests that more realistic approaches for the elementary classroom be demonstrated.

The general tone of acceptance for the series and the manual was gratifying. The suggestions offered thus far seem to be realistic and hopefully we can act upon them.

djd/df

Information copies: Dr. T. K. Muellen
Stanley Mopsik
Mrs. Joan C. Maynard
Thomas E. Finch

ING ADDRESS
BOX 8717, BWI AIRPORT
TIMORE, MARYLAND 21240

MARYLAND STATE DEPARTMENT OF EDUCATION
INTERNATIONAL TOWER BUILDING
6510 ELKRIDGE LANDING ROAD
LINTHICUM HEIGHTS, MARYLAND

DATE August 2, 1973

Dr. Edward S. Beach, Jr. and Angela McDermott

M: Dolores J. Deardorff and Lucy A. Hession

JECT: Critique of TEACHING CHILDREN WITH SPECIAL NEEDS - Lessons 8-16

The following is a summary of the comments and suggestions made at the critique sessions and through the weekly data sheets regarding Lessons 8-16 in the series.

General comments about the series are:

- Of the lessons being evaluated, fourteen of the twenty teachers selected Lesson #8 as the best.
- Reactions to the total series gave the following ranking --
  First - Lesson #5
  Second - Lesson #8
  Third - Lesson #11
- There was a recommendation that the program order be changed as follows:
  Lesson 3, 4, 6, 7, 5
  The reason for this suggestion being to provide better continuity in the series between the observational topics and the cognitive topics.
- The data indicates that Lessons #3, 6, 10 require the greatest amount of revision. Lessons #14, 15, 16 require lesser modifications.

The evaluation of specific lessons rendered the following comments:

#8 Oral Receptive Language

Telelesson

The comments were very positive about this lesson and included such points as: the lesson heightened teacher awareness of language behavior and helps the teacher introspect about her own verbal behavior; it is extremely helpful to new teachers; the section on informal assessment was cited as most useful; the lesson provided content in depth and was presented well.

#9 Oral Expressive Language

Telelesson

The lesson was deemed helpful in that it presented new trends in speech therapy and ITPA programs.

Manual

It was requested that an expanded concept of language be presented to treat emotional and environmental influences upon language and the broad spectrum of language (as it undergirds all content areas.)

#10 Informal Assessment of Reading Problems

Telelesson

The content presented was useful but shallow and the manner of presentation was time consuming and not commensurate with the background and experience of the teacher viewers. It was recommended that intensive revision be made.

Manual

The manual materials could offer leads for program revisions. It then needs to be edited to be compatible with the telelesson contents.

#11 An Analytic Approach to Reading

Telelesson

It was felt that this lesson successfully encapsulated and compressed the components of the language experience reading program. There was concern expressed about the teachers voice, but it was felt it did not destroy the content.

Manual

Suggestions indicated that there should be reference to correctness of form and the kinds of reading problems the approach would benefit. Also, examples of other analytic approaches should be cited.

#12 A Synthetic Approach to Reading

Telelesson

The lesson was well received. It was felt that the pace was appropriate.

Manual

There is a need to highlight some of the positives of this approach (e.g., elimination of reversals) and the rationale for using this as an example of an analytic approach. Reference needs to be made to the fact that cursive writing is used in this approach. There was a request for additional materials to assist in the integration of this approach with other snythetic approaches. Other approaches need to be cited as well.

#13 Mathematical Problems I

Telelesson

The content and presentation of this lesson were judged effective, but needed to be put in perspective to explain why these two specific basic skill areas were featured. This can be done in the manual.

#14 Mathematical Problems II

Telelesson

Data indicates that the interview portions of this lesson need attention. It is necessary to present a rationale for the importance of the skills being highlighted in the lesson

Manual

The manual would not require any change even though the interviews are re-worked.

#15 Referral Services

Telelesson

Insert in Tom Cole's opening remarks an explanation of how the referral process, as presented in the body of the lesson, relates to the services the viewer might find in his school system.

#16 A Review

Telelesson

The panel of instructors was poorly received. It is recommended that this be replaced by a panel of teachers enrolled in the previous seminars to discuss applications they have made. The discussion leader should be someone who could reinforce the philosophy of the course as examples are given. It is also suggested that the lesson be more open-ended and pose the question "Where do you go from here?"

DJD/df

cc: Dr. T. K. Muellen
Stanley Mopsik
Mrs. Joan C. Maynard
Thomas E. Finch
Dr. Mohammad Shami
Jerry Bird

FACT SHEET

TEACHING CHILDREN WITH SPECIAL NEEDS

Instructional Television Project

Maryland State Department of Education

THE PROJECT

"Teaching Children with Special Needs" is a telecourse of sixteen one-half hour telelessons designed for regular and special educators. It offers introductory instruction in the observation, identification and management of children, K-3, who demonstrate mild to moderate learning problems.

THE TARGET AUDIENCE

Regular and special educators (K-3) represent the target audience. Educators of older children moving at a slower pace may also find the telecourse useful.

GENERAL CONTENT AREAS

Teacher Attitude: Influence of teacher's verbal and non-verbal behavior on student achievement; instruments and procedures for analyzing teacher-student interaction; teacher recognition of biases toward certain behaviors of students and introduction to some ways of managing these behaviors.

Observation of Behavior: Objective terminology in describing certain student behaviors; preferred methods of recording behavior in order to plan appropriate educational programs.

Behavioral Problems: Observation of certain behaviors which interfere with the teaching-learning process; behaviors to be considered include acting out, excessively active, covert resistor and withdrawn; selected management techniques for above behaviors.

Learning Styles in Children: Sensory modalities; some methods for assessing strengths and weaknesses; organization of teaching experiences to capitalize on identified strengths.

Oral Language: Techniques for assessing children's receptive and expressive oral lanauage problems; educational techniques for working with children exhibiting oral language problems.

Reading: Assessment of reading problems through the use of informal tools; use of an analytic approach (Language Experience Approach) to assist children with certain reading problems; use of a synthetic approach (Synthesis Approach) to assist children with certain reading problems.

GENERAL CONTENT AREAS, cont'd - -

Mathematics: Assessment of specific problems children may have with mathematics, specifically counting to find out how many in a set, problems expressing numbers with symbols, relating number sentences to concrete situations, problems in learning the basic facts of arithmetic, problems in learning to compute.

REQUIREMENTS AND CREDIT

Teachers must be within the telecast areas of Channel 67 or 28 to participate in the telecourse.

Viewing times for fall, 1973 are:

Monday - 7:00 - 7:30 a.m.
Friday - 7:30 - 8:00 a.m.
Friday - 6:00 - 6:30 p.m.
Sunday - 12:00 - 12:30 p.m.

The telecourse will include viewing one-half hour telelessons weekly, using the accompanying teacher manual, attending a two-and-one-half hour follow-up seminar weekly and completing designated course work.

For teachers to participate in the telecourse, the Maryland State Department of Education will provide the availability of three (3) hours of inservice credit, if appropriate, to individual participants. Academic credit may also be available to participants at any of the following institutions:

Bowie State College
Frostburg State College
Johns Hopkins University
Salisbury State College
Towson State College
University of Maryland
Western Maryland College

Registration information and deadlines appear on the following page.

Reading Program

Taped At Beach

E. Gauthier

he students at the Beach mentary School non-lantly went about the busi-s of learning amid the les, cameras and micra-nes necessary to produce a about their unique reading gram.

The taping took place on nday and Tuesday, May 22 23 under the direction of ducer Jerome Bird of the ryland Center of Public adcast g's remote crew.

The Center for Public adcasting specializes in ductions for small groups, this case for teachers, roughout the state who ll attend seminars where the e information will be pre-nted via television.

"So far we have been work-g on location at twenty ferent schools collecting pro-ams for direct use in teach-g reading. Not all have en open space schools, we ve visited all varities of aching environments," Mr. rd Said.

The taping done at the ach School will be edited wn into three one half hour ows to be used in conjunction th fifteen others.

The students and teachers the Beach School have be-me seasoned veterans to ob-rvers and photographers who ave converged on their school er the years to observe, re-ort and learn about them. The ltimore Sun Publications n a cover story on February 7, 1972 in the Sun Magazine bout the school and remark-ble educators employed there.

The school has also been visited by various members of state and national educational systems, parents and college students enrolled in various fields of education.

The project for the film is funded by the United States Office of Education through the State Departments Division of Instruction, Office of Special Education. The project coordinator for the State is Lucy Hession.

The members of the crew are Mr. Bird, Producer; Assistant Producer Sandy Kenney, Cameraman and woman, respectively, Jerry Travers and Melissa Black with many other people operating out of a remote control trailer, monitoring sound and picture.

The aspect of the school being taped this past week was the diagnostic teaching of reading. Students are examined, tested, their symptions studied and diagnosed concerning their ability or inability to read. Then their strengths and weaknesses are concentrated on in an individual manner.

Both Mr. Bird and Miss Kenney commented on the children they had worked with for the two days they were in Calvert County. They referred to the children as "beautiful, open, free and self-assured" and added that they could not have had a better group of children to work with if they had done extensive screening to pick just the right child for each particular segment.

Perhaps one of the things contributing to the children's adjustment to the school and environment can be found in the ability of Mrs. Sollars, Principal, and her teachers to stop, sometimes in the middle of a sentence, when talking with an adult to excuse themselves and confer with a child that has come over with a question or a problem Mrs. Sollars and the teachers here are devoted to their philosophy that their first responsibility is to this child.

Under the creative and loving direction of Mrs. Virginia Dare Sollars, the Beach Elementary School has been functioning as an open space school for twenty years without the proper housing. This year they continue to function, the difference being a brand new building with all the proper facilities. The innovations going on at Beach School has made it well known all over the State and educators on the State and national levels do not hestitate to refer interested teachers and parents to the school to observe first hand what educational innovations can be successfully carried out to benefit the child and the community.

THE EVENING SUN, BALTIMORE, THURSDAY, OCTOBER 12, 1972 PAGE C 11

Nine New Series Shown On Classroom TV's

"The Electric Company" and eight other new television series will be shown in Maryland classrooms this year, with the bulk of new programs aimed at the primary and intermediate levels.

Two of the new programs—a safety series for kindergarten through second grade children and a calculus series for high school students—were produced by the State Department of Education's division of instructional television.

Six of the new programs will be shown in the schools beginning this month, including "The Electric Company." Produced by the producers of Sesame Street, the 130 segments of this series are designed for second and third-graders with reading programs.

Look At Relationships

A microscopic look at the development, behavior and environmental relationships of living things will be featured on "Animals and Such" in fourth, fifth and sixth-grade classes.

Shown under the microscope or close-up lens will be creatures that inhabit rotting logs, oceans and ponds.

The 16 lessons in the series are based on experiments by biologists throughout the country.

"Comparative Geography," designed for the same age group, is a series of color films focusing on the interaction between man and the land he inhabits. Geographical concepts are stressed in three of the four lessons by contrasting two similar regions.

Verbalizing Ideas

"Stories Without Words" encourages children in grades one to three to verbalize ideas, feelings and problems by showing familiar situations without the use of dialogue or narration. It will be used as part of the language arts curriculum.

"Explorers Unlimited" will take third and fourth-graders inside rocks, rivers, glass factories and oxygen furnaces. The aim will be to give children unusual views of the natural and man-made objects around them.

Scheduled for February are the two new series produced by the State Department of Education.

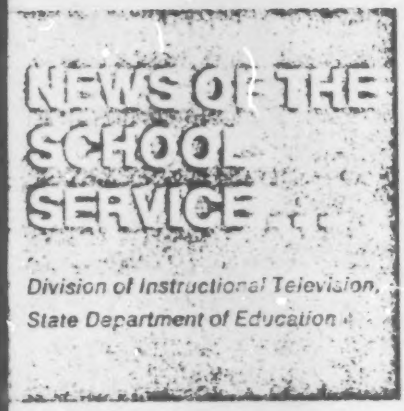
Series On Calculus

"Way to Go," taught by Mrs. Celestine B. Morgan, of the Baltimore city schools, turns the attention of young children to the problems of safety they encounter in their everyday lives.

The series on calculus will be piloted this year in schools in the Channel 67 and Channel 28 viewing areas. It is taught by Richard D. Munch and Thomas F. Prather, of the Washington county public schools.

New series for teachers produced by the state are "Teaching Children with Special Problems," "Teaching in Maryland: Certification," and "TV Utilization."

JOURNAL, Maryland Center for Public Broadcasting
Volume 4, Number 11 November, 1972



Teaching Children with Special Needs

The Division of Instruction and the Division of Instructional Television, the Maryland State Department of Education, are cooperatively preparing a sixteen tele-lesson college credit course for teachers who are "Teaching Children with Special Needs."

The telecourse will air three times a week, beginning in January of 1973 over channels 67 and 28. The series will continue to be broadcast at intervals for a period of five years.

The telecourse content will examine aspects of:

Teacher attitude behavior

Observation of children's learning styles of children

Behavior problems

Oral language

Informal assessment of reading and two different approaches to teaching reading

Mathematics

Referral services

The Maryland State Department of Education project is designed to reach and assist substantial numbers of early childhood educators in recognizing and working with children with learning problems. Basic instruction will be offered to regular and special educators in observation, identification and management of children with "special needs," K-3, who have mild to moderate learning problems.

A leadership component of the project has been developed through the cooperative effort of the Maryland State Department of Education and the University of Maryland.

A two-part leadership training program was initiated at the University of Maryland the summer of 1972. The first phase was a two-week orientation workshop. The second phase is a sixteen-lesson program beginning with the fall semester. Evaluation of the ITV lesson content and critiques of completed ITV lessons will be a critical part of the leadership program. The fall program will extend and refine the summer training program.

Twelve candidates for the leadership program were selected from regular or special education supervisors with master's degrees and a minimum of five years' teaching or supervisory experience in special education, early childhood elementary education, speech and hearing or educational psychology.

A two-hour credit inservice option accompanied the summer program via the Maryland State Department of Education. The University of Maryland will provide a three-credit-hour option for the fall semester.

The first telecourse will be offered to approximately five hundred teacher participants out of 11,000 potential teacher participants.

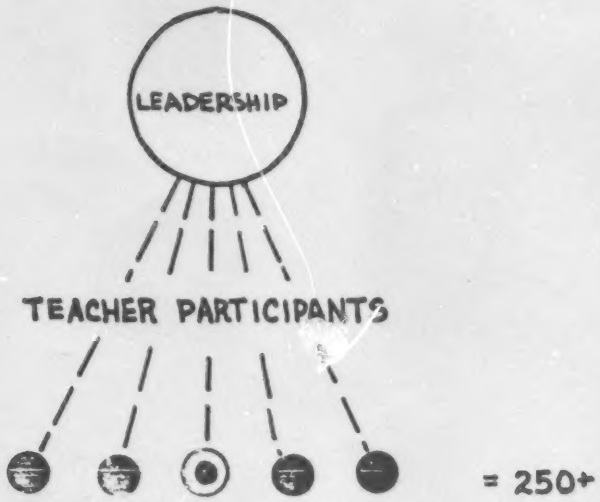
OUT OF STATE REQUESTS
"TEACHING CHILDREN WITH SPECIAL NEEDS" SERIES
Spring-Summer
1973

AGENCY/INSTITUTION	REQUEST	DISPOSITION
*State of Illinois Office of Public Instruction (Mrs. Margaret Niederer Instructional Materials Center)	Review representative telelessons and teacher manual prior to planning film/video taped series by Illinois for teachers dealing with physically handicapped children.	Tapes of three telelessons and copies of teacher manual provided for review.
	Following review, sought to obtain pilot series of 16 lessons for use in preservice and inservice training of teachers.	Referred to Eastern Educational Network (EEN) for possible rental of series after completion of pilot phase. Division of Instructional Television has contractual arrangement with EEN which permits latter agency to have prior use of ITV productions, unless specified needs of user cannot be filled.
*University of Northern Colorado (Dr. Mel W. Weishahn, Special Education and Rehabilitation)	Review representative telelesson and accompanying printed materials (teacher manual and instructor's guide).	Forwarded videotape of preview telelesson and printed materials.
	View additional telelessons and discuss planning, development and implementation of project.	Arranged a one-day site visit to project.
	Referral to other possible sources prior to planning unit on physically handicapped children.	Referred to State of Illinois' Division of Exceptional Children (M. Nied-
	Use of series in various formats apart from television.	Referred to EEN to specify desired formats.
*21 Inch Classroom (WBGH Boston, Mass. Brian Brightly, Director)	View representative telelessons and printed materials prior to planning programs dealing with social/emotional handicaps of school population (K-12) and discuss training aspects of Continuum program.	Arranged two-day site visit to Maryland State Department of Education's Division of Instruction and Instructional Television.
**Braintree Public Schools Braintree, Mass. (John Malloy, Director of Special Education)	Review representative telelesson and printed materials for teacher training in Massachusetts	Forwarded kinescope of preview telelesson and printed materials.
**New England SEIMC (Mrs. Cynthia Gillis, Coordinator)	Obtain series and printed materials for use of SEIMC users; serve as liason to cable TV in state.	Advised that distribution policies and procedures concerning use of the series would be disseminated subsequent to negotiating with EEN and/or other distributors.
**Boston University SEIMC (Mrs. Claudia Jacobs, Resource Coordinator)	Purchase of the series and printed materials.	Forwarded kinescope of previous telelesson and printed materials for review. Advised that distribution procedurew would be established and disseminated by early 1974.

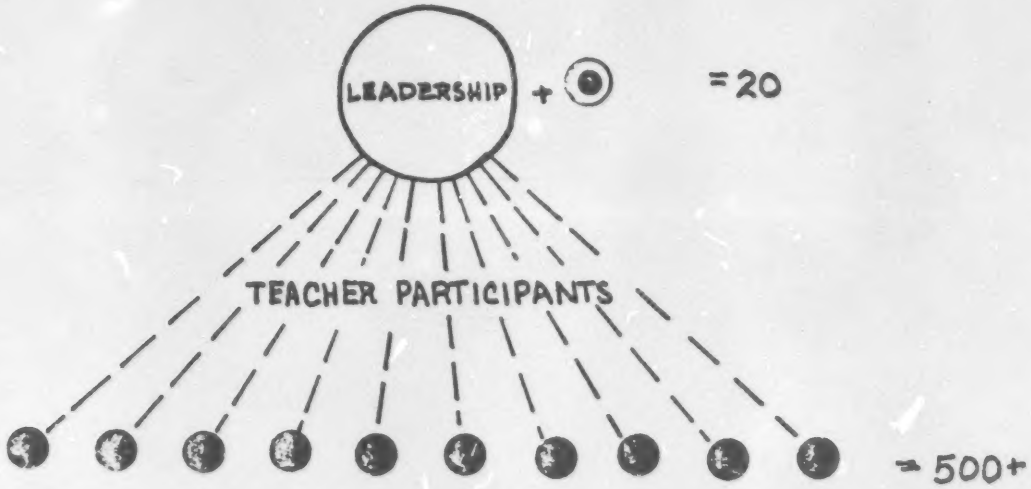
* Contact initiated at U.S.O.E. - LTI Sponsored "Great Cities" Conference, Miami, Fla, 1973

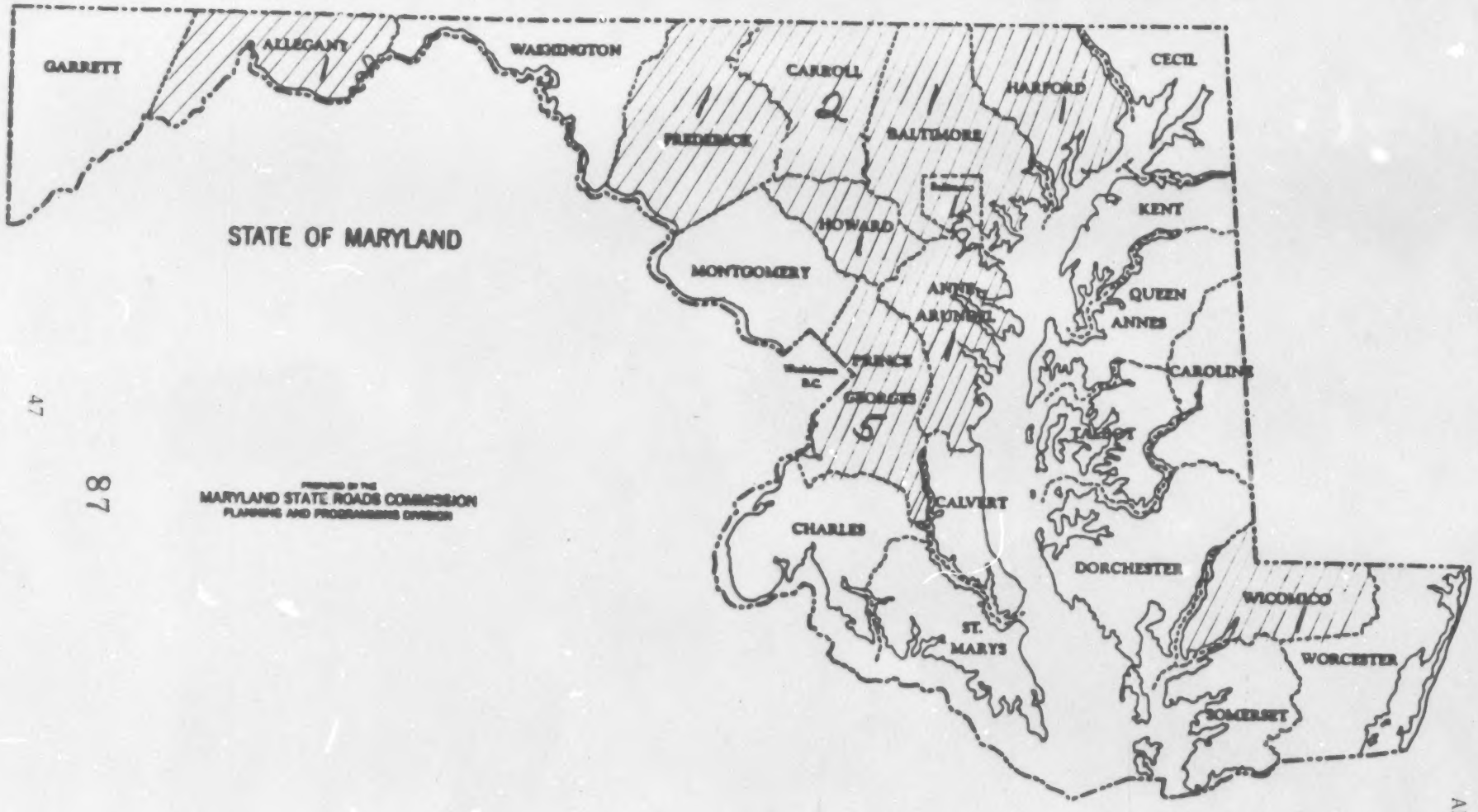
** Contact initiated at U.S.O.E. - LTI sponsored Conference in Plymouth, Mass. 1972; Mass. State CEC Meeting, June, 1973

1ST TELECAST PHASE



2ND TELECAST PHASE





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APPENDIX S

// Denotes local education agencies in which training was offered and number of teacher-trainers within the LEA.

MARYLAND STATE DEPARTMENT OF EDUCATION

"TEACHING CHILDREN WITH SPECIAL NEEDS" PROJECT TRAINING ACTIVITIES

Target Population: Regular Educators (K-3)

LOCAL EDUCATION AGENCY	INSERVICE - ACADEMIC Spring, 1973		INSERVICE - ACADEMIC 1973	1974
Allegany	26	3		28
Anne Arundel	9	4	24	4
Baltimore City	11		4	14
Baltimore County	15	5	25	5
Carroll	12	5	26	6
Charles			25	
Frederick	5	2	9	
Harford	19	6	21	5
Howard	6	2	17	8
Prince George's	15	2	40	10
St. Mary's			18	3
Wicomico		33		24
Kent				1
Queen Anne's				1
Talbot				2
	118	62	204	111

APPENDIX T

DIVISION OF INSTRUCTIONAL TELEVISION

LIST OF THOSE CONTACTED IN 1973-74 AND PLANNING TO USE "SPECIAL NEEDS" IN 1974-75 VIA OPEN-CIRCUIT BROADCAST THROUGH CONTRACT WITH THE EASTERN EDUCATIONAL NETWORK

TEACHING CHILDREN WITH SPECIAL NEEDS (15 users) EEN Members

Information 5-31-74

Vermont ETV Network
WITF-TV, Hershey, Pa.
WSWP-TV, Beckley, W. Va.
WMHT-TV, Schenectady, N.W.
WXXI-TV, Rochester, N.Y.
WNPE-TV, Watertown, N.Y.

Connecticut PTV Network
WQED-TV, Pittsburgh, Pa.
WMUL-TV, Huntington, W.Va.
WCNY-TV, Syracuse, N.Y.
WNED-TV, Buffalo, N.Y.
WNET-TV, New York City, N.Y.

WSBE-TV, Providence, R.I.

The Main Public Broadcasting Network, Orono, Maine
The New Jersey Public Broadcast Authority, Trenton, N.J.

*1974-75 ANTICIPATED (OPEN-CIRCUIT) NATIONAL USERS OF

TEACHING CHILDREN WITH SPECIAL NEEDS National (5?)
(16/30s)

Information 5-31-74

WCET-TV, Cincinnati, Ohio
KCPT-TV, Kansas City
WVPT, Harrisonburg, Va.
WGVC-TV, Grand Valley, Mich.
KLCS, Los Angeles, Calif.

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GRANT YEAR 1971-72

AMOUNT AWARDED $ 65,289.00

NSDE In-Kind Services
Instruction

Item	Activity & Time	Amt. Contributed
Director of Special Ed.	Review & Critique	6,200.
3 Specialists	1/10	
Secretary	Content Scripts 1/3	500.
Space & Supplies Telephone	Planning Production	400.
TOTAL		$7,100

U. S. O. E.

Item	Activity & Tim	Amt. Contributed Production	Amt. Contributed Training - Dissemination
Personnel			
Project Dir.	Production 100%	16,285	
Producer	Production 100%	14,000	
Secretary	Production 100%	5,142	
Consultants	Writing Content Contracted Agreements	7,000	
Other Direct Costs			
Benefits		2,418.	
Travel		2,181.	
On-location Filming Script Writer Cinematographer Film Supplies		10,085.	
Workshops	Training - 2 weeks		2,500.
Supplies - Communications	Production	938.	
Indirect Costs			
8% of Direct Costs	Production Training	4,000.	740.
	TOTAL	$ 62,049.	$3,240.

GRANT YEAR 1972 - 73

AMOUNT AWARDED $ 90,000.00

NSDE In-Kind Services
Instruction

Item	Activity & Time	Amt. Contributed
Director of Special Ed.	1/10	2,200.
2 Specialists	1/10	3,400
	TOTAL	$ 5,600.

U. S. O. E.

Item	Activity & Time	Amt. Contributed Production	Amt. Contributed Training - Dissemination
Project Dir.	Prod. - 60% Trng. - 40%	11,116	7,411
Producer	Prod. - 100%	10,890.	
Secretary	Prod. - 60% Trng. - 40%	3,505	2,338
Benefits		888.	889.
Consultants	Production-Training	700.	6,100.
Lecturers	Training - 2 Sem.		7,200.
Other Contracted Consultant Travel	Production-Training	600.	1,920.
Other Staff Script Writer Cinematographer Narrator	Production-Contracted Agreement	7,619.	
Office Supplies & Materials			246.
Reproduction-Duplication Pilot of teacher manual		1,100.	
Staff Travel		1,000	777.
Misc. Expenses			260.
Instructional Supplies film lab work, film stock	Production	10,138.	
Stipends			2,880.
Communications			40.
		1,882.	

APPENDIX V

GRANT YEAR 1972-73 Continued: -

AMOUNT AWARDED $ 90,000.00

MSDE In-Kind Services
Instruction

...gn	Activity & Time	Amt. Contributed
...EIS		
...Evaluator	1/10	2,000.
...NSTRUCTION		
Space, Tele-phone, Supplies		1,000.
	TOTAL	3,000.

U. S. O. E.

Item	Activity & Time	Amt. Contributed Production	Amt. Contributed Training - Disseminat
Total Direct Costs		49,438.	30,058
Indirect Costs 8% of Direct Costs		4,667.	2,000.
	TOTAL	$54,105.	$32,058

Balance brought forward $3,836.

GRANT YEAR 1973-74

AMOUNT AWARDED $ 71,000.00
(Bal. brt. fwd. - 3,836.)

Project Dir.	Prod. - 1/3 Trng. - 2/3	6,545.	13,091.
Producer	Prod. - 100% (1/2 yr.)	8,739.	
Secretary	Prod. - 1/3 Trng. - 2/3	2,654.	4,708.
Other Staff	Production (Narrator)	500.	1,465.
Benefits		604.	1,000.
Staff Travel	Production	400.	947.
Consultants	Production	200.	800.
Lecturers	Training		20,600.
Other	Production (Talent)	60.	781.
Total Communi-cations (Teacher Manuals)	Training		3,178.
Office Supplies			220.
Repro./Duplication			411.
Misc. Expenses			671.
Instructional Supplies (reels & videotape)	Production	766.	1,233.
Total Direct Costs		20,468.	49,109.
Indirect Costs @ 8%		1,629.	3,630.
	TOTAL	$ 22,097.	$ 52,739.

GRANT YEAR 1973-74

U. S. O. E.

Supplemental Funds (Title VI-D) $ 18,200

Videotaped sets of 16 1/2 hr. lessons to all LEA's in State, Archdiocese of Balto., BEH, MSDE	Training	$18,200.

ABSTRACT: Presentations at Leadership Conferences

(State Departments of Education, U.S. Office of Education)

Massachusetts, Pennsylvania - October, 1972

Florida - February, 1973

Maryland State Department

"A Design for a Continuum of Special Education Services and Training Models"

The Maryland "Design for a Continuum of Special Education Services" (Continuum) offers the state an organizational schema for serving increased numbers of children with handicapping conditions. The entire concept of the Continuum is based on: (1) providing more adequate service to a greater number of handicapped children; (2) increasing the number of children maintained in the mainstream of education; (3) decreasing the number of children relegated to self-contained classes; and, (4) preventing serious learning problems through early identification and remediation. Implementation of a master phase of the Continuum, the training of regular classroom teachers, ancillary personnel and parents, has been accomplished by a two-year EPDA pilot project. The project has focused on increasing the competencies of teachers, ancillary personnel and parents in working with handicapped children. Expansion of specific training aspects of the Continuum and EPDA project will be effected through an instructional television (ITV) project which will offer introductory preparation to regular classroom teachers and special educators in the observation, identification and management of children (K-3) with mild to moderate learning problems.

Presenters: Lucy Anne Hession
Stanley Mopsik
Roger Meehan

TABLES

PAGE

1. Test Results of Pilot Telecast Phase of Model 52

2. Results (in Percentages) of Weekly Questionnaire Administered to Participants of Pilot Telecast. 53

3. Results (in Percentages) of Weekly Questionnaire Re-evaluating Remade Telelessons 54

TABLE 1

Test Results of Pilot Telecast Phase of Model

TEACHING CHILDREN WITH SPECIAL NEEDS

PILOT POPULATION

The gain in the participants' viewing the sixteen telelessons of the series from pre to post was tested statistically. For this purpose 136 teachers in the pilot telecourse were tested at the beginning and at the end of the course by a multiple choice test. The 27-item test was administered pre and post. The results are presented in the following table:

Number of respondents on pre and post test -- 136			
	Mean	S.D.	t-Value
PreTest	15.96	2.91	
PostTest	20.61	3.24	2.07

The t-test for correlated means was used for statistical analysis. The results show a significant gain in knowledge from viewing the series and participating in the training.

TABLE 2

Results (in Percentages) of Weekly Questionnaire Administered to Participants of Pilot Telecast

QUESTION #1 •The summaries to scan are #3, 5 (later resequenced to #7;10 and 14.

Prior to viewing this program, I read:

	A. Content Background	B. Points to Ponder	C. Both	D. Neither	SUMMARY A/B/C	SUMMARY D
LESSON #1	.79	2.38	3.17	90.48	6.34	90.48
2	10.34	5.52	51.03	33.10	66.89	33.10
3•	15.04	3.76	66.92	14.29	85.72	14.29
4	15.23	3.97	71.52	8.61	90.74	8.61
5•	15.03	5.23	73.20	5.88	93.46	5.88
6	13.18	3.88	75.19	7.75	92.25	7.75
7	12.59	3.70	74.81	8.15	91.10	8.15
8	15.44	2.94	69.12	11.03	87.50	11.03
9	8.22	3.42	73.29	14.38	84.93	14.38
10•	13.24	5.15	65.44	16.18	83.83	16.18
11	7.86	6.43	69.29	16.43	83.58	16.43
12	11.67	7.50	70.00	10.83	89.17	10.83
13	14.49	0.00	71.74	13.77	86.23	13.77
14•	19.51	2.88	67.48	7.32	91.87	7.32
15	10.94	2.34	71.09	14.84	84.37	14.84

QUESTION #2

The content of this program, for me, was:

	A. Mostly New	B. About 1/2 New	C. 3/4 Known	D. Over 3/4 Known	E. Known but Needed	SUMMARY A/B/E	SUMMARY C/D
LESSON #1	15.87	26.19	11.90	12.70	30.95	73.01	24.60
2	6.90	22.07	14.48	22.07	34.48	63.45	36.55
3	9.77	21.05	22.56	15.79	30.83	61.63	38.35
4	10.60	29.14	17.88	15.23	27.15	66.89	33.11
5	27.45	27.45	18.30	13.07	13.73	68.63	31.37
6	17.83	24.81	24.03	19.38	13.95	56.59	43.41
7	14.07	33.33	25.19	12.59	14.81	62.21	37.78
8	20.59	31.62	19.12	15.44	12.50	64.71	34.56
9	17.12	37.67	19.18	13.01	13.01	67.80	32.19
10	10.29	24.26	22.06	28.68	13.97	48.52	50.74
11	9.29	21.43	35.00	30.00	14.29	45.01	55.00
12	16.67	30.00	25.00	14.17	13.33	60.00	39.17
13	9.42	25.36	22.46	18.84	23.19	57.97	41.30
14	9.76	13.01	30.89	22.76	22.76	45.53	53.65
15	7.81	22.66	16.41	33.59	19.53	50.00	50.00

QUESTION #3

The difficulty level of the program content was:

	A. Too Complex	B. Appropriate	C. Too Simple	D. Uneven	E. Uneven & a Problem	SUMMARY B	SUMMARY A/C/D/E
LESSON #1	0.00	92.86	3.97	1.59	.79	92.86	6.35
2	.69	88.97	7.59	2.76	0.00	88.97	11.04
3	.75	84.21	8.27	6.02	.75	84.21	15.79
4	0.00	90.73	6.62	2.65	0.00	90.73	9.27
5	3.92	87.58	5.23	.65	2.61	87.58	12.41
6	1.55	78.29	11.63	6.98	1.55	78.29	21.73
7	2.22	92.59	2.22	1.48	1.48	92.59	7.40
8	1.47	88.24	3.68	5.15	.74	88.24	11.04
9	0.00	93.84	4.11	1.37	0.00	93.84	5.48
10	1.47	74.26	13.24	6.62	4.41	74.26	25.74
11	.71	94.29	4.29	.71	0.00	94.29	5.71
12	1.67	93.33	2.50	.83	.83	93.33	5.83
13	0.00	84.78	11.59	1.45	.72	84.78	13.76
14	0.00	78.86	17.07	1.63	2.44	78.86	21.14
15	1.56	85.94	7.81	2.34	2.34	85.94	14.05

QUESTION #4

As a series for classroom teachers, the vocabulary was:

	A. Too Difficult	B. Appropriate	C. Too Easy	D. Uneven	E. Uneven & a Problem	Summary B	Summary A/C/D/E
LESSON #1	.79	92.06	3.97	1.59	.79	92.06	7.14
2	1.38	93.79	4.14	.69	0.00	93.79	6.21
3	0.00	94.74	3.76	1.50	0.00	94.74	5.26
4	1.99	95.36	1.99	.66	0.00	95.36	4.64
5	2.61	92.81	1.31	2.61	.65	92.81	7.18
6	5.43	86.82	.78	4.65	1.55	86.82	12.41
7	1.48	96.30	1.48	0.00	0.00	96.30	2.96
8	1.47	94.12	2.94	1.47	0.00	94.12	5.88
9	0.00	97.95	1.37	0.00	.68	97.95	2.05
10	.74	85.29	8.09	2.94	2.94	85.29	14.71
11	.71	94.29	5.00	0.00	0.00	94.29	5.71
12	.83	96.67	.83	.83	.83	96.67	3.32
13	0.00	94.20	5.07	.72	0.00	94.20	5.79
14	0.00	92.68	4.88	2.44	0.00	92.68	7.32
15	0.00	90.63	6.25	1.56	1.56	90.63	9.37

QUESTION #5

The content examples presented in this program were:

	A. Too Few	B. Appropriate	C. Too Many	D. Not Appropriate & a Problem	SUMMARY B	SUMMARY A/C/D
LESSON #1	15.08	80.95	.79	1.59	80.95	17.46
2	6.90	91.72	1.38	0.00	91.72	8.28
3	9.02	83.46	2.26	4.51	83.46	15.79
4	14.57	82.12	1.32	1.99	82.12	17.88
5	15.69	79.74	1.96	2.61	79.74	20.26
6	13.18	75.19	3.88	6.98	75.19	24.04
7	14.81	80.00	1.48	3.70	80.00	19.99
8	19.85	75.74	2.21	1.47	75.74	23.53
9	10.96	88.36	.68	0.00	88.36	11.64
10	27.94	66.18	2.21	2.94	66.18	33.09
11	5.00	93.57	.71	.71	93.57	6.42
12	6.67	90.00	2.50	.83	90.00	10.00
13	5.07	89.86	5.07	0.00	89.86	10.14
14	8.13	86.18	3.54	2.44	86.18	14.11
15	17.97	71.09	3.13	2.34	71.09	23.44

QUESTION #6

The pace of the program content was:

	A. Too Fast	B. Appropriate	C. Too Slow	D. Uneven	E. Uneven & a Problem	SUMMARY B	SUMMARY A/C/D/E
LESSON #1	7.94	77.78	7.14	..35	0.00	77.78	21.43
2	6.90	84.14	4.14	4.83	0.00	84.14	15.87
3	6.02	77.44	7.52	6.77	.75	77.44	21.06
4	6.62	78.81	7.28	6.62	.66	78.81	21.18
5	16.34	77.12	1.31	3.92	.65	77.12	22.22
6	15.50	67.44	10.85	6.20	0.00	67.44	32.55
7	10.37	78.52	6.67	3.70	.74	78.52	21.58
8	11.03	77.21	8.09	3.68	0.00	77.21	22.80
9	9.59	82.19	4.79	3.42	0.00	82.19	17.80
10	11.76	62.50	16.91	5.15	3.68	62.50	37.50
11	2.14	85.00	9.29	3.57	0.00	85.00	15.00
12	2.50	90.00	5.83	.83	.83	90.00	9.99
13	2.90	81 88	11.59	3.62	0.00	81.88	18.11
14	2.44	78.05	16.26	3.25	0.00	78.05	21.95
15	2.34	74.22	19.53	3.13	.78	74.22	25.78

QUESTION #8

The graphics (words and diagrams, etc.) used to convey content in this program were:

	A. Clearly Visible	B. Too Small	C. Not at Proper Time	D. Poorly Organized	E. Too Large	SUMMARY A	SUMMARY B/C/D/E
LESSON #1	75.40	11.11	2.38	.79	.79	75.40	15.07
2	88.28	1.38	1.38	3.45	0.00	88.28	6.21
3	81.20	7.52	1.50	4.51	0.00	81.20	13.53
4	79.47	7.95	1.32	.66	0.00	79.47	9.93
5	86.27	1.96	3.27	5.23	.65	86.27	11.11
6	72.09	7.75	5.43	8.53	0.00	72.09	21.71
7	87.41	5.19	2.96	0.00	1.48	87.41	9.63
8	87.50	2.94	2.21	2.21	0.00	87.50	7.36
9	91.10	3.42	2.05	0.00	0.00	91.10	5.47
10	82.35	6.62	4.41	4.41	0.00	82.35	15.44
11	90.00	3.57	2.86	.71	0.00	90.00	7.14
12	88.33	2.50	.83	5.00	.83	88.33	9.16
13	85.51	4.35	2.90	1.45	0.00	85.51	8.70
14	88.62	5.69	2.44	2.44	0.00	88.62	10.57
15	58.59	9.38	1.56	3.91	.78	58.59	15.63

QUESTION #7

The suggestions of this lesson for handling children with "Special Needs" are:

	A. Very Useful	B. Useful	C. Not Very Useful	D. Not Relevant	SUMMARY A/B	SUMMARY C/D
LESSON #1	15.08	42.86	13.49	18.25	57.94	31.74
2	24.14	56.55	12.41	5.52	80.69	17.93
3	19.55	63.16	13.53	3.76	82.71	17.29
4	28.48	56.29	11.92	2.65	84.77	14.57
5	49.67	39.87	7.84	1.31	89.54	9.15
6	26.36	51.16	21.71	.78	77.52	22.49
7	35.56	55.56	8.89	0.00	91.12	8.89
8	37.50	53.68	7.35	0.00	91.18	7.35
9	36.30	55.48	7.53	.68	91.78	8.21
10	22.79	55.88	18.38	2.21	78.67	20.59
11	31.43	63.57	2.14	2.14	95.00	4.28
12	28.33	67.50	3.33	.83	95.83	4.16
13	25.36	57.97	15.22	1.45	83.33	16.67
14	18.70	59.35	21.95	0.00	78.05	21.95
15	17.97	63.28	13.28	3.91	81.25	17.19

Question #9

The graphics used in this program to convey content were:

	A. Used Effectively as an Introduction	B. Used Effectively as a Summary	C. Added a Separate Dimension to the Visual Message	D. Reinforced the Visual Message	E. Did not Reinforce the Visual Message	Summary A/B/C/D	Summary E
LESSON #1	34.92	5.56	9.52	34.92	6.35	84.92	6.35
2	20.96	8.97	16.55	42.76	5.52	89.24	5.52
3	9.02	8.27	6.77	57.89	11.28	81.95	11.28
4	9.27	13.91	13.25	48.34	3.97	84.77	3.97
5	9.80	11.76	17.65	54.90	1.31	94.11	1.31
6	9.30	3.88	8.53	53.49	16.28	75.20	16.28
7	8.89	14.07	17.04	53.33	3.70	93.33	3.70
8	13.24	10.29	12.50	84.41	2.94	90.44	2.94
9	13.70	4.11	15.75	57.53	3.42	91.09	3.42
10	10.29	2.94	17.65	61.03	5.15	91.91	5.15
11	5.00	12.86	21.43	55.71	3.57	95.00	3.57
12	5.83	8.33	30.00	45.83	5.83	89.99	5.83
13	13.77	7.97	16.67	52.90	3.62	91.31	3.62
14	13.01	4.07	24.39	47.97	8.13	89.44	8.13
15	3.91	8.59	14.06	27.34	20.31	53.90	20.31

QUESTION #10

For instructional purposes program content is conveyed primarily by the:

	A. Filmed Examples	B. Graphics	C. Moderator Explanations	D. Guest Explanations
LESSON #1	31.75	0.00	51.59	11.11
2	33.79	4.83	38.62	21.38
3	60.15	2.26	18.80	18.05
4	34.44	1.32	23.18	39.07
5	15.03	5.23	24.18	53.59
6	32.56	2.33	22.48	41.09
7	32.57	3.70	23.70	38.52
8	25.00	2.94	27.94	43.38
9	33.56	2.05	22.60	41.10
10	14.71	2.94	23.53	57.35
11	60.00	2.14	14.29	21.43
12	60.00	1.67	8.33	29.17
13	62,32	2,90	11.59	23.19
14	55.28	4.88	19.51	20.33
15	35.16	3.91	7.81	50.78

QUESTION #11

For your classroom situation, you would alter this program by having:

	A. Less Content & More Repetition	B. More Content Examples	C. More Classroom Applications	D. Clearer Theoretical Concepts	E. No Content Change	SUMMARY A/B/C/D	SUMMARY E
LESSON #1	5.56	8.73	38.10	4.76	32.54	57.15	32.54
2	3.45	8.97	48.28	8.97	27.59	69.67	27.59
3	3.76	15.79	46.62	11.28	22.56	77.45	22.56
4	4.64	19.21	35.76	5.30	32.45	64.91	32.45
5	9.80	19.61	32.68	2.61	33.99	64.70	33.99
6	6.98	16.28	46.51	4.65	24.81	74.42	24.81
7	2.96	20.74	40.74	4.44	31.11	68.88	31.11
8	5.88	13.24	36.03	4.41	38.97	59.56	38.97
9	3.42	18.49	32.19	2.05	43.15	56.15	43.15
10	5.15	19.85	36,76	2.94	35.29	64.70	35.29
11	2.86	11.43	27.14	.71	57.14	42.14	57.14
12	5.83	17.50	19.17	5.00	52.50	47.50	52.50
13	3.62	13.77	33.33	7.25	42.03	57.97	42.03
14	4.07	18.70	32.52	3.25	41.46	58.54	41.46
15	2.34	21.09	17.19	7.81	46.09	48.43	46.09

QUESTION #12

The filmed examples selected to communicate the program content were:

	A. Effective	B. Misleading	C. Not Sufficiently Relevant to the Program Objectives	SUMMARY A	SUMMARY B/C
LESSON #1	88.89	.79	8.73	88.89	9.52
2	93.79	1.38	2.07	93.79	3.45
3	84.21	9.02	6.02	84.21	15.04
4	87.42	3.97	3.97	87.42	7.94
5	90.20	4.58	3.27	90.20	7.75
6	82.17	10.08	6.20	82.17	16.28
7	88.15	6.67	4.44	88.15	11.11
8	86.76	5.88	5.88	86.76	11.76
9	93.84	4.11	1.37	93.84	5.48
10	79.41	5.15	13.97	79.41	19.12
11	93.57	4.29	1.43	93.57	5.72
12	95.00	3.33	.83	95.00	4.16
13	97.10	1.45	1.45	97.10	2.90
14	87.80	4.88	4.07	87.80	8.95
15	69.53	7.81	10.94	69.53	18.75

QUESTION #13

As a series for handling the needs of primary pupils, this television program was:

LESSON	A. Clear in Identification of Student Problem & Appropriate Remediation	B. Unclear in Identifying Specific Student Problems	C. Unclear in how to Remediate Specific Problems	D. Uneven in Identification of Problem & in Description of Remediation	E. Uneven, AND A PROBLEM, in Use of Content Presented	SUMMARY A	SUMMARY B/C/D/E
1	39.68	12.70	15.08	7.94	2.38	38.68	38.10
2	46.21	3.45	37.93	8.97	.69	16.21	51.04
3	59.40	6.77	24.81	8.27	0.00	59.40	39.85
4	54.30	7.28	27.81	5.3[illegible]	.66	54.30	41.05
5	65.36	9.15	15.03	8.[illegible]3	0.00	65.36	32.68
6	67.44	4.65	15.50	6.20	4.65	67.44	31.00
7	81.48	3.70	8.15	5.19	1.48	81.48	18.52
8	78.68	5.15	11.03	2.21	2.21	78.68	20.60
9	[illegible]3.56	6.16	6.16	2.74	.68	83.56	15.74
10	60.29	4.41	23.53	7.35	4.41	60.29	39.70
11	75.00	12.86	7.14	3.57	0.00	75.00	23.57
12	76.67	7.50	4.17	8.33	2.50	76.67	22.50
13	73.91	11.59	5.80	5.80	1.45	73.91	24.64
14	61.79	8.94	23.58	4.88	.81	61.79	38.21
15	61.72	12.50	17.97	3.91	.78	61.72	35.16

QUESTION #14

Indicate the usefulness of the "Points to Ponder" activities for this lesson:

	A. Very Useful	B. Useful	C. Somewhat Useful	D. Not Useful	SUMMARY A/B	SUMMARY C/D
LESSON #1	7.94	20.63	7.94	3.17	28.57	11.11
2	10.34	48.97	27.59	2.76	59.31	30.35
3	9.02	48.87	36.84	1.50	57.89	38.34
4	17.88	52.32	23.84	1.99	70.20	25.83
5	21.57	56.86	18.95	.65	78.43	19.60
6	11.63	48.06	34.11	4.65	59.69	38.76
7	14.07	54.07	28.15	2.22	68.14	30.37
8	16.18	53.68	25.00	2.21	69.86	27.21
9	11.64	59.59	24.66	2.05	71.23	26.71
10	10.29	58.82	25.00	2.94	69.11	27.94
11	12.14	57.86	24.29	2.86	70.00	27.15
12	9.17	60.00	27.50	1.67	69.17	29.17
13	9.42	63.04	22.46	4.35	72.46	26.81
14	8.94	60.16	26.02	2.44	69.10	28.46
15	7.81	54.69	32.03	3.13	62.50	35.16

QUESTION #15

Indicate the usefulness of the follow-up activities for this lesson:

	A. Very Useful	B. Useful	C. Somewhat Useful	D. Not Useful	SUMMARY A/B	SUMMARY C/D
LESSON #1	4.76	23.02	6.35	3.97	27.78	10.32
2	7.59	48.28	26.90	2.07	55.87	28.97
3	12.78	45.86	33.83	5.26	58.64	39.09
4	24.50	47.68	22.52	1.32	72.18	23.84
5	20.92	52.29	23.53	1.31	73.21	24.84
6	9.30	48.84	33.33	6.98	58.14	40.31
7	11.85	48.89	28.15	5.93	60.74	34.08
8	15.44	48.53	29.41	4.41	63.97	33.82
9	16.44	56.85	21.23	4.11	73.29	25.34
10	10.29	55.88	25.00	4.41	66.17	29.41
11	9.29	55.00	25.71	5.71	64.29	31.42
12	9.17	58.33	25.83	4.17	67.50	30.00
13	13.04	55.80	27.54	3.62	68.84	31.16
14	10.57	56.10	21.95	8.94	66.67	30.89
15	9.38	53.13	28.13	6.25	62.51	34.38

QUESTION #16

How could the background information be more effective for this program?

	A. Needs a more theoretical basis	B. Needs a more practical approach	C. Needs a more step by step description with examples	D. Needs a more effective manual format	E. Needs no change	SUMMARY A/B/C/D	SUMMARY E
LESSON #1	1.59	9.52	7.94	3.17	23.02	22.21	23.02
2	1.38	20.69	14.48	1.38	46.21	37.93	46.21
3	4.51	14.29	21.05	3.01	54.89	42.86	54.89
4	1.32	11.92	21.85	1.99	59.60	37.08	59.60
5	3.27	19.61	22.88	1.96	49.67	47.72	49.67
6	3.10	22.48	20.16	5.43	46.51	51.17	46.51
7	1.48	22.22	17.78	7.41	48.15	48.89	48.15
8	1.47	15.44	13.97	6.62	56.62	37.50	56.62
9	.68	16.44	14.38	6.85	58.22	38.35	58.22
10	1.47	16.18	18.38	8.82	52.21	44.85	52.21
11	2.14	7.14	11.43	3.57	69.29	24.28	69.29
12	3.33	6.67	15.00	5.83	66.67	30.83	66.67
13	3.62	11.59	10.14	4.35	68.84	29.70	68.84
14	2.44	12.20	17.07	3.25	61.79	34.96	61.79
15	.78	23.44	10.16	3.13	59.38	37.51	59.38

TABLE 3

Results (in Percentages) of Weekly Questionnaire Reevaluating Remade Telelessons

REEVALUATIONS OF "SPECIAL NEEDS" TELELESSONS 3,5,10,14

(16 ITEM QUESTIONNAIRE)

FALL, 1974

QUESTION #1

Prior to viewing this program I read:

	A. Content Background	B. Points to Ponder	C. Both	D. Neither	SUMMARY A/B/C	SUMMARY D
LESSON #3	10.58	0.00	43.27	24.04	53.85	24.04
5	16.67	7.14	59.52	14.29	83.33	14.29
10	23.08	3.85	56.41	16.67	83.34	16.67
14	25.00	5.36	39.29	30.36	69.65	30.36

QUESTION #2

The content of this program, for me, was:

	A. Mostly New	B. About 1/2 New	C. 3/4 Known	D. Over 3/4 Known	E. Known but Needed	SUMMARY A/B/E	SUMMARY C/D
LESSON #3	20.19	23.08	15.38	16.35	24.04	67.31	31.73
5	9.52	35.71	23.81	11.90	19.05	64.28	35.71
10	15.38	32.05	23.08	14.10	15.38	62.81	37.18
14	19.64	26.79	17.86	25.00	10.71	57.14	42.86

QUESTION #3

The difficulty level of the program content was:

	A. Too Complex	B. Appro-priate	C. Too Simple	D. Uneven	E. Uneven & a Problem	SUMMARY B	SUMMARY A/C/D/E
LESSON #3	0.00	85.58	7.69	4.81	.96	85.58	13.46
5	0.00	92.86	4.76	0.00	2.38	92.86	7.14
10	1.28	85.90	6.41	3.85	1.28	85.90	12.82
14	0.00	60.71	25.00	8.93	5.36	60.71	39.29

QUESTION #4

As a series for classroom teachers, the vocabulary was:

	A. Too Difficult	B. Appro-priate	C. Too Easy	D. Uneven	E. Uneven and a Problem	SUMMARY B	SUMMARY A/C/D/E
LESSON #3	0.00	94.23	4.81	0.00	0.00	94.23	4.81
5	0.00	92.86	4.76	2.38	0.00	92.86	7.14
10	0.00	92.31	2.56	3.85	1.28	92.31	7.69
14	0.00	83.93	8.93	3.57	3.57	83.93	16.07

QUESTION #5

The content examples presented in this program were:

	A. Too Few	B. Appro-priate	C. Too Many	D. Not Appropriate & a Problem	SUMMARY B	SUMMARY A/C/D
LESSON #3	10.58	82.69	3.85	1.92	82.69	16.35
5	9.52	88.10	2.38	0.00	88.10	11.90
10	33.33	56.41	6.41	2.56	56.41	42.30
14	7.14	73.21	0.00	19.64	73.21	26.78

QUESTION #6

The pace of the program content was:

	A. Too Fast	B. Appropriate	C. Too Slow	D. Uneven	E. Uneven & a Problem	SUMMARY B	SUMMARY A/C/D/E
LESSON #3	3.85	68.27	19.23	7.69	0.00	68.27	30.77
5	9.52	71.43	14.29	2.38	2.38	71.43	28.57
10	15.38	44.87	37.18	1.28	0.00	44.87	53.84
14	3.57	66.07	19.64	7.14	1.79	66.07	32.14

QUESTION #7

The suggestions of this lesson for handling children with "Special Needs" are:

	A. Very Useful	B. Useful	C. Not Very Useful	D. Not Relevant	SUMMARY A/B	SUMMARY C/D
LESSON #3	22.12	62.50	11.54	2.88	84.62	14.42
5	57.14	38.10	2.38	2.38	95.24	4.76
10	28.21	57.69	10.26	2.56	85.90	12.82
14	10.71	67.86	17.86	3.57	78.57	21.43

QUESTION #8

The graphics (words and diagrams, etc.) used to convey content in this program were:

	A. Clearly Visable	B. Too Small	C. Not at Proper Time	D. Poorly Organized	E. Too Large	SUMMARY A	SUMMARY B/C/D/E
LESSON #3	79.81	9.62	7.69	1.92	0.00	79.81	19.23
5	80.95	11.90	2.38	0.00	2.38	80.95	16.66
10	85.90	7.69	1.28	3.85	0.00	85.90	12.82
14	80.36	5.36	1.79	8.93	3.57	80.36	19.65

QUESTION #9

The graphics used in this program to convey content were:

	A. Used Effectively as an Introduction	B. Used Effectively as a Summary	C. Added a Separate Dimension to the Visual Message	D. Reinforced the Visual Message	E. Did not Reinforce the Visual Message	Summary A/B/C/D	Summary E
LESSON #3	13.46	6.73	10.58	62.50	5.77	93.27	5.77
5	23.81	7.14	14.29	52.38	2.38	97.62	2.38
10	6.41	8.97	16.67	60.26	6.41	92.31	6.41
14	16.07	7.14	16.07	41.07	17.86	80.35	17.86

QUESTION #10

For instructional purposes program content is conveyed primarily by the:

	A. Filmed Examples	B. Graphics	C. Moderator Explanations	D. Guest Explanations
LESSON #3	35.58	2.88	30.77	29.81
5	52.38	4.76	21.43	19.05
10	10.26	6.41	32.05	50.00
14	58.93	1.79	10.71	28.57

QUESTION #11

For your classroom situation, you would alter this program by having:

	A. Less Content & More Repetition	B. More Content Examples	C. More Classroom Applications	D. Clearer Theoretical Concepts	E. No Content Change	Summary A/B/C/D	Summary E
LESSON #3	3.85	10.58	59.62	4.81	18.27	78.86	18.27
5	0.00	11.90	45.24	2.38	40.48	59.52	40.48
10	7.69	26.92	43.59	1.28	16.67	79.48	16.67
14	1.79	25.00	28.57	17.86	23.21	73.22	23.21

QUESTION #15

Indicate the usefulness of the follow-up activities for this lesson:

	A. Very Useful	B. Useful	C. Somewhat Useful	D. Not Useful	SUMMARY A/B	SUMMARY C/D
LESSON #3	10.58	49.04	32.69	1.92	59.62	34.61
5	14.29	71.43	11.90	0.00	85.72	11.90
10	16.67	55.13	19.23	3.85	71.80	23.08
14	10.71	57.14	28.57	3.57	67.85	32.14

QUESTION #16

How could the background information be more effective for this program?

	A. Needs a more theoretical basis	B. Needs a more practical approach	C. Needs a more step by step description with examples	D. Needs a more effective manual format	E. Needs no change	SUMMARY A/B/C/D	SUMMARY E
LESSON #3	3.85	20.19	23.08	2.88	47.12	50.00	2.88
5	0.00	21.43	11.90	14.29	52.38	47.62	52.38
10	1.28	32.05	30.77	0.00	33.33	64.10	33.33
14	1.79	35.71	16.07	3.57	39.29	57.14	39.29

QUESTION #12

The filmed examples selected to communicate the program content were:

	A. Effective	B. Misleading	C. Not Sufficiently Relevant to the Program Objectives	SUMMARY A	SUMMARY B/C
LESSON #3	88.46	6.73	3.85	88.46	10.58
5	90.48	0.00	4.76	90.48	4.76
10	78.21	3.85	11.54	78.21	15.39
14	66.07	26.79	7.14	66.07	33.93

Question #13

As a series for handling the needs of primary pupils, this television program was:

	A. Clear in Identification of Student Problem & Appropriate Remediation	B. Unclear in Identifying Specific Student Problems	C. Unclear in how to Remediate Specific Problems	D. Uneven in Identification of Problem & in Description of Remediation	E. Uneven, AND A PROBLEM, in Use of Content Presented	SUMMARY A	SUMMARY B/C/D/E
LESSON #3	50.00	14.42	18.27	14.42	.96	50.00	48.07
5	85.71	7.14	2.38	4.76	0.00	85.71	14.28
10	67.95	6.41	16.67	5.13	1.28	67.95	29.49
14	51.79	8.93	14.29	16.07	8.93	51.79	48.22

QUESTION #14

Indicate the usefulness of the "Points to Ponder" activities for this lesson:

	A. Very Useful	B. Useful	C. Somewhat Useful	D. Not Useful	SUMMARY A/B	SUMMARY C/D
LESSON #3	13.46	50.96	27.88	2.88	64.42	30.76
5	21.43	64.29	11.90	0.00	85.72	11.90
10	15.38	50.00	30.77	0.00	65.38	30.77
14	14.29	44.64	39.29	0.00	58.93	39.29